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# E. M. P. O. W. E. R.

## EVALUATE MATERIALS TO PROMOTE OPTIMAL USE OF WIC EDUCATION RESOURCES

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Your Baby Grows  
From The Foods  
You Eat



THINKING ABOUT  
BREASTFEEDING?



Mom, I'd  
rather be  
breastfed!

ON FEEDING TIME...



FOR THE PICKY EATER

TOO MUCH  
TOO SOON



Could you be overfeeding your baby?



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E. M. P. O. W. E. R.

EVALUATE MATERIALS  
TO PROMOTE OPTIMAL USE OF  
WIC EDUCATION RESOURCES

MASSACHUSETTS WIC PROGRAM  
DEPARTMENT OF PUBLIC HEALTH  
APRIL, 1985

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Prepared by: Sarah V. Scully, M.P.H., R.D.  
State Nutrition Consultant, WIC

Joan Doyle, M.P.H., R.D.  
State Nutrition Coordinator, WIC

With thanks to: Anna Marie Deane  
Nutrition Education Specialist, WIC

Massachusetts WIC Program  
Massachusetts Department of Public Health  
150 Tremont Street  
Boston, MA 02111  
(617) 727-6876

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## Introduction

**Do you use printed or audio-visual education materials in your work as a nutrition educator?**

**Do you want to improve the effectiveness of these teaching aids?**

**If yes, then Evaluate Materials to Promote Optimal Use of WIC Education Resources.**

Breastfeeding promotion is an important component of the Massachusetts WIC Program. The small number of breastfeeding participants, however, indicates the need to increase promotional and support efforts. A sample taken in January, 1984, indicated that approximately 15% of the infants on WIC (0-12 months of age) were being breastfed. The reasons for the low rates of breastfeeding among WIC participants are complex and interrelated. Therefore, a multi-faceted breastfeeding promotion plan is being undertaken. This education resource guide, entitled E.M.P.O.W.E.R., is one component of the plan.

It has been found that women's breastfeeding decisions (whether to breast-feed and how long to continue) are based on their knowledge, attitudes and sources of support. Appropriate education materials can assist the nutritionist to motivate and encourage women to breastfeed.

This resource guide will furnish the nutrition educator with the information and methodology to choose resource materials which are accurate, unbiased and culturally appropriate. While the guide was designed to evaluate breastfeeding materials, it can be used to evaluate materials on any nutrition topic.

There are many good education materials from which to choose. A nutritionist should not feel compelled to use a resource because it is slickly produced or free. S/he must first be concerned with the content of the material. Is it appropriate for the target audience? Does it emphasize the right message and can the audience understand it? Developing your skills as an evaluator gives you the power to best choose what you give to your audience and increases your effectiveness as a nutrition educator.

The resource guide is divided into seven sections. It is bound with rings so pages or sections can be removed and used separately.

Section 1 of this guide is entitled: "The Relationship Between Nutrition Education and Instructional Media." Instructional media refers to any printed or audio-visual education material. This section discusses what we try to accomplish as nutrition educators, the impact we have on the knowledge, attitudes and motivational states of our audience and how we can affect behavior change. It emphasizes the role education materials can play in the learning process.

Section 2: "Selecting Nutrition Education Materials," defines the steps a nutritionist should go through before choosing instructional media for client

use. It emphasizes the importance of defining the target audience. Each nutritionist must become familiar with his/her particular audience (group or individual). It is important to know their social situation, interests, cultural background and education level. This section includes a list of areas to consider when defining the audience. Only after this audience assessment has taken place, can a nutrition educator be sure that the materials s/he has chosen are appropriate.

Section 3: "Evaluating Printed Materials," describes and quantitatively defines the criteria used to evaluate printed materials. Five major criteria are defined: 1) Sponsor Bias or Promotion; 2) Content; 3) Readability; 4) Stereotyping and 5) Format. A method for using these criteria to evaluate printed materials is provided. The method takes into account all the criteria and enables the nutritionist to determine which printed materials are acceptable for use. It also defines whether the materials are: 1) Minimally Acceptable, 2) Adequate or 3) Superior. Suggestions on how best to use these pamphlets are also provided.

Section 4: "Evaluating Audio-visual Materials," is similar to section 3. It describes and quantitatively defines the criteria used to evaluate audio-visual materials. Six major criteria are defined: 1) Sponsor Bias or Promotion; 2) Content; 3) Manner of Presentation; 4) Stereotyping; 5) Technical Quality; 6) Length and 7) Instructional Aids. A method for using these criteria to evaluate audio-visual materials is provided. The method takes into account all the criteria and enables the nutritionist to determine which audio-visual aids are acceptable for use. It also defines whether the materials are: 1) Minimally Acceptable; 2) Adequate or 3) Superior. Suggestions on how best to use these audio-visuals are also provided.

Section 5: "Evaluations of Printed Materials Commonly Used For Breastfeeding Education," provides an index of the printed materials most commonly used by WIC/MCH nutritionists. These printed materials consist of pamphlets, booklets and information sheets. The index is divided into acceptable and not recommended materials. In-depth evaluations/reviews of the printed resources follow the index. The recommended materials are rated according to their adequacy: 1) Minimally Acceptable, 2) Adequate or 3) Superior. The evaluations were done using the method described in section 3. Additional information, such as source and cost, is provided.

Section 6: "Evaluations of Audio-Visual Materials Commonly Used For Breastfeeding Education," provides an index of the audio-visual aids most commonly used by WIC/MCH nutritionists. These audio-visuals consist of films, filmstrips and slide/tape presentations. The index is divided into acceptable and not-recommended materials. In-depth evaluations/reviews of the audio-visuals follow the index. The recommended materials are rated according to their adequacy: 1) Minimally Acceptable; 2) Adequate or 3) Superior. The evaluations were done using the method described in section 4. Additional information, such as source and cost, is provided.

Section 7: "Evaluation Sheets," contains forms the nutritionist can use to record and store pamphlet and film evaluations.

The best way to use the resource guide is to start by reading through sections 1 and 2 which provide information on using printed and audio-visual resources and defining the target audience. To evaluate printed materials, use



the criteria and method to evaluate printed resources in section 3. To evaluate audio-visual materials use the criteria and method to evaluate audio-visual resources in section 4. No other charts are required to evaluate materials. If you want to keep your evaluations for future use, record them on the sheets in section 7.



**SECTION 1: The Relationship Between  
Nutrition Education and  
Instructional Media**

## **A. As Nutrition Educators, What are We Trying to Accomplish?**

Nutrition educators strive to influence people to adopt certain behaviors consistent with optimal health and nutritional status. In order to be successful, the nutritionist must understand and affect the various components of the behavior change process. These components are 1) knowledge, 2) attitudes and 3) motivation.

### Knowledge

The nutritionist teaches people facts and concepts about nutrition. Information given to a client should address at least two areas: 1) which behaviors are necessary to attain optimal health and nutritional status and 2) how to achieve these behaviors. People cannot be expected to adopt desired behaviors without first being given this basic information.

Changes in knowledge, however, do not necessarily guarantee a change in behavior. There is ample and convincing evidence that knowledge of what constitutes good nutrition or good nutritional practices has, by itself, limited effect on nutrition-related behaviors (Hechbaum, 1981). People need knowledge only after they are ready to make changes. Knowledge by itself is not an instigator of change. Facts justify and rationalize the decision to change rather than stimulate it. An emotional readiness for change needs to be there first. In the absence of such readiness, facts are either discarded or altered to rationalize or support present behaviors.

### Attitudes

Readiness for change comes when a person's attitudes support that change. Attitudes are considered an important link between nutritional knowledge and application (Foley, et, al., 1979). An attitude can be defined as a "mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Thomas & Zaneli, 1918). In short, a person's attitude towards a behavior largely determines whether that behavior will be adopted or maintained.

A woman who does not feel that breastfeeding is best for her baby, probably won't choose to breastfeed. When counseling a mother who is undecided about breastfeeding, it is very important to encourage a positive attitude towards breastfeeding as an interim step (Kaplowitz, 1983). The woman who attempts to breastfeed without the accompanying positive attitudes is unlikely to succeed.

## Motivation

Many times the necessary knowledge and attitudes are present to facilitate change, but the motivation or stimulus to make that change is lacking. Consequently, no behavior change occurs. The presence and/or level of motivation is a very important influence on learning and behavior change. When people make changes or adopt new behaviors they are usually motivated, impelled or incited to do so. A host of motivational factors determine whether certain behaviors are adopted. For instance: 1) how important the behavior is to the person in terms of fulfilling a need, and 2) whether adoption of the behavior will lead to a reward or punishment.

People have certain high priority needs which they strive to fulfill such as health maintenance, family respect and cultural acceptance. If adopting a behavior can help meet one of these important needs, the person is more likely to be motivated to make that change. If the behavior interferes with the achievement of these needs, it is likely to be rejected. A mother, for whom health is a high priority, is more likely to breastfeed because breastfeeding would help to fill that need of optimal health. Cultural acceptance may be a high priority for another woman. If breastfeeding is culturally supported and accepted she is likely to choose the breastfeeding option. If it is not, she may reject the behavior because it interferes with the cultural acceptance she highly values.

The nutritionist must understand how clients feel about certain behaviors, such as breastfeeding. Whether it fits into their paradigm of needs and whether there are any potent obstacles to the adoption of that behavior. Once this is understood, the nutritionist can tailor the counseling situation to the needs of the audience and know how to effectively motivate that audience.

The nutritionist therefore, is responsible for informing clients and creating positive attitudes and motivational states. Nutrition education materials such as pamphlets and films can aid the nutritionist in this huge and complicated endeavor.

## **B. How Can Printed and Audio-Visual Materials Aid the Nutrition Educator?**

Printed and audio-visual education materials, if used correctly, can facilitate the process of giving knowledge, changing attitudes and promoting positive motivational states. They are best used to extend the effectiveness of the nutritionist, not to replace him or her. Instructional media helps the educator to communicate with the audience. Effective communication depends upon the receiver being actively involved, (e.g., answering questions or performing mentally or physically) (Kemp, 1976). This can be termed "feedback". It gives the audience input and control which increases self-esteem and commitment. This, in turn, positively affects motivation and learning. All instructional media should be used with a teaching approach that actively engages the audience to participate and is geared towards their needs and interests.



Printed materials, such as pamphlets, are best used during a one to one or group counseling situation. They should be fully discussed and can serve to introduce supplemental information or clarify various concepts. They can be used as an outline or guide during the teaching session and are particularly useful as a reference for the client to bring home and use repeatedly. When used in conjunction with a teaching session, a pamphlet is better able to assist in promoting attitude and behavior change than if used alone.

Pamphlets given out and not discussed resemble a mass medium more than an interpersonal communication strategy. In a study by Kaplowitz, et. al., 1983, a series of six pamphlets on breastfeeding were sent in the mail to low income pregnant women. These women were divided into three groups: 1) those who had decided to breastfeed, 2) those who had decided to bottlefeed and 3) those who were undecided about their infant feeding method. It was found that the pamphlets successfully provided information, but did not create more positive attitudes about breastfeeding.

Many audio-visual materials do an excellent job of imparting knowledge, teaching skills, motivating and influencing attitudes. Others are less effective because they are of poor technical quality or are irrelevant and inappropriate for the target audience. Films, film strips and slide/tape presentations are best used to complement a counseling situation, rather than dominate it. Audio-visuals used alone have been shown to cause increased knowledge and behavior changes only with motivated groups already possessing positive attitudes (Henich, 1978 and Pace, 1973). Films and slides are more effective if the intended audience is organized into some type of discussion group. In this way, passive listening or viewing can be followed by active participation in the learning process. Information can be made clearer and more personalized. Questions can be answered and opinions voiced and discussed.

The audience should be fully prepared for an audio-visual presentation before seeing it. The viewers will learn a great deal more if they know what they are about to see. Questions posed during or after a presentation can also enhance learning and comprehension. When people are able to respond to the material, they are more motivated to learn. They relate the information to themselves and integrate it into their own lives. This is also true when using printed materials. Learner participation helps form positive attitudes towards content (Simmons, 1984).

In summary, instructional media can influence knowledge, attitudes, motivation and behavior if used together with a learner centered, participatory, teaching approach. Figure 1 graphically depicts this relationship.

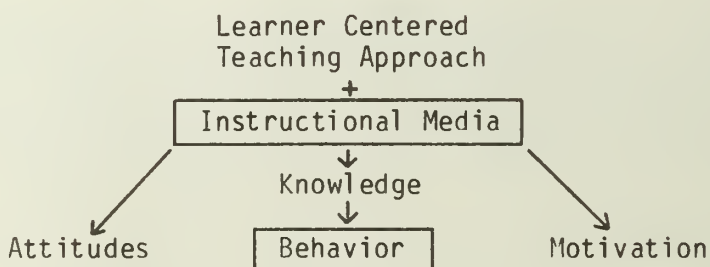


Figure 1

**SECTION 2:   Selecting Nutrition  
Education Materials**

## **A. What is Involved in Selecting Materials?**

Instructional media must be chosen carefully to be of optimal use to the nutritionist and the audience. The following sections cover how to select good quality materials which are appropriate for the target audience. But even the best films and pamphlets have little impact when used alone. The nutritionist can use various resources to help inform, stimulate and motivate the audience. But the audio-visual or pamphlet is only a bridge to reach that audience. The nutritionist needs to personalize the information, discover any obstacles to change and work within the individuals' needs and belief systems in order to make nutrition education effective.

In order to successfully select instructional media for client use, the nutrition educator should first evaluate all education materials. There are five steps to the evaluation process. Steps one, two, and three have been completed and incorporated into this guide. It is the responsibility of the nutritionist to carry out steps four and five.

### **1. Broadly define and describe the target audience.**

A broad target audience has been defined. This audience is made up of low income women, pregnant or breastfeeding. They are ethnically diverse with a reading level of approximately 7th grade or less. These women are either WIC participants and/or receive care at a health center or hospital clinic.

### **2. Select criteria to evaluate instructional media.**

Criteria used to evaluate both printed and audio-visual materials have been selected based on the characteristics of the target audience. Graphic design principles such as: 1) attractive format; 2) effective illustrations and 3) use of color; have been incorporated into the criteria. Adult learning principles such as: 1) how people learn; 2) appropriate vocabulary and 3) organization of information to facilitate comprehension, have also been considered.

Criteria used to evaluate printed materials are divided into five categories: 1) Sponsor Bias or Promotion; 2) Content; 3) Readability; 4) Stereotyping and 5) Format. Each of the criteria are thoroughly defined and explained in section 3. A quantitative measure of "adequate" and "inadequate" is used to show the nutritionist what is acceptable in terms of each criteria.

Criteria used to evaluate audio-visual materials are divided into 7 parts: 1) Sponsor Bias or Promotion; 2) Content; 3) Manner of presentation; 4) Stereotyping; 5) Technical quality; 6) Length and 7) Instructional aids. Each of the criteria are explained in section 4. As with printed materials, a quantitative measure defining what is "adequate" or "inadequate" in terms of the various criteria is included.

### **3. Develop a method for using the criteria to evaluate instructional media.**

Separate methods for evaluating printed and audio-visual materials are contained in sections 3 and 4 respectively. The methods take into account all the "adequate" criteria previously discussed. By using the methods, the nutritionist is able to determine if a pamphlet or film is acceptable for use. The methods also define if materials are: 1) Minimally Acceptable; 2) Adequate or 3) Superior; and under what circumstances they are best used.

### **4. Specifically define the audience with which a particular pamphlet or film will be used.**

The nutritionist must specifically define his/her particular audience before selecting education materials. Teaching materials are much more effective if they are appropriate, relevant and meaningful to the audience (Kemp, 1976).

The following is a list of topics to consider when defining your target audience:

- 1) Age
- 2) Ethnic background
- 3) Languages they are most comfortable speaking and reading
- 4) The particular cultural view of the issue (eg. breastfeeding)
- 5) Family situation
- 6) Family support for the behavior
- 7) Educational level completed
- 8) Group/individual new to the United States
- 9) Group/individual interests
- 10) Attitudes towards the subject matter
- 11) Motivation to learn
- 12) Barriers or obstacles to change
- 13) Background knowledge about the subject
- 14) Preference for learning in a group or in individual setting
- 15) Preference for reading or watching a movie

## **5. Evaluate the material using the method, keeping the target audience in mind.**

After defining the particular group, it is possible to choose the instructional media and evaluate it. The following sections contain the criteria and evaluation method for both printed and audio-visual materials. Remember that the methods are useful for generally assessing the worth of educational materials, but it is up to the nutritionist to make sure the materials are appropriate for and relevant to the specific target audience.



### **SECTION 3: Evaluating Printed Materials**

## **A. Criteria for Evaluating Printed Materials**

1. Sponsor Bias or Promotion
  - o Identification of Company or Product Name
  - o Subject Matter
2. Content
  - o Accuracy
  - o Scope
  - o Appropriateness for Target Audience
  - o Purpose of Material
  - o Organization
  - o Summarization
  - o Learning Experiences
  - o References/Resources
3. Readability
  - o Reading Level
  - o Technical Terms
  - o Writing Style
4. Stereotyping
  - o Role Models (Women)
  - o Minority Representation
  - o Lifestyles/Cultures
5. Format
  - o Paper Quality
  - o Print Style and Size
  - o Topic Headings/Typographic Cuing
  - o Line Width and Spacing
  - o Placement and Use of Illustrations
  - o Placement and Use of Charts, Graphs, Tables
  - o Color

### **1. Sponsor Bias or Promotion**

Sponsor bias or promotion will be divided into 2 parts: 1) identification of company or product name and 2) subject matter. Many WIC clinics distribute business sponsored education materials. It is important to evaluate these materials for product promotion or biased information. This is particularly true for educational materials on breastfeeding. Formula companies produce materials which appear to support breastfeeding. But because of the design of the illustrations, wording and product advertisements, women may actually be dissuaded or discouraged from breastfeeding (Wirtz, 1984).

On May 21, 1981 the 34th World Health Assembly (WHO) overwhelmingly approved the "International Code of Marketing of Breastmilk Substitutes." The code was developed over a nineteen month period of intensive negotiation and consultation among the WHO and UNICEF secretariats, national governments, infant health experts, other United Nations agencies, the infant food industry and consumer and public interest groups (IFBAN, 1984). The aim of this code is to "contribute to the provision of safe and adequate nutrition for infants by the protection and promotion of breastfeeding, and by ensuring the proper use of breastmilk substitutes, when these are necessary, on the basis of adequate information and through appropriate marketing and distribution." The Massachusetts State WIC Program fully supports the intent of this code. The code applies to the marketing and promotion of the following products: breast milk substitutes, including infant formula; other milk products; or other foods and beverages designed for use as a partial or total replacement of breast milk.

One way the code aids in the protection and promotion of breastfeeding is to require business sponsored education materials to meet certain requirements before they can be distributed to the general public. These requirements address the subject matter of education materials and the identification of company or product names within the materials.

#### **Identification of Company or Product Name**

Article 4.3 of the WHO Code states that any materials may bear the donating company's name or logo, but should not refer to a proprietary product that is within the scope of the code. For example, the name "Ross" may be mentioned or shown but the product name "Similac" may not appear anywhere in the text or illustrations. This is to prevent education materials from being used as vehicles for product advertisements. WIC participants are vulnerable to the infant formula company's influence, especially if they are undecided about breastfeeding.

When evaluating business sponsored materials for identification of company or product name, use the following guidelines:

Adequate: Company name (e.g. "Mead-Johnson") is mentioned but product name (e.g. "Enfamil") is not contained in text or illustrations.

Inadequate: Product name is contained in text or illustrations.

## Subject Matter

Article 4.2 of the WHO code states that all business sponsored education materials on infant feeding should include:

- a) The benefits and superiority of breastfeeding.
- b) Information on maternal nutrition and the preparation for and maintenance of breastfeeding.
- c) The negative effect on breastfeeding of introducing partial bottle feeding.
- d) The difficulty of reversing the decision not to breastfeed.
- e) Where needed, the proper use of infant formula, the financial and social implications of its use and the health hazards involved with improper use. Additionally, such materials should not use any pictures or text which may idealize the use of breastmilk substitutes.

These guidelines are to ensure that the public is exposed to materials which are unbiased and objective. Many business sponsored materials currently used in WIC programs contain inaccurate and misleading statements or photographs. Appendix 1 contains examples of WHO Code violations taken directly from these materials.

When evaluating business sponsored materials for adequacy of subject matter, use the following guidelines:

Adequate: Business sponsored materials include all the topics specified in article 4.2 of the WHO Code.

Inadequate: Business sponsored materials do not include the required topics as specified in article 4.2 of the WHO Code.

## 2. Content

Content will be divided into 8 parts: 1) accuracy; 2) scope; 3) appropriateness for target audience; 4) purpose of material; 5) organization; 6) summarization; 7) learning experiences and 8) references and resources.

## Accuracy

All education materials must be accurate and up to date so as not to misinform the audience. All information should be free of error. It is the nutritionist's responsibility to know what information is contained in a certain pamphlet and whether or not that information is accurate. Because of the limited scope of this guide, it is impossible to list all the accurate nutrition information on breastfeeding. However, Appendix 2 includes resources a nutritionist can consult when evaluating breastfeeding materials for content accuracy. Content errors commonly found in breastfeeding materials are also listed.

When evaluating the content of printed materials for accuracy, use the following guidelines:

Adequate: Material is entirely accurate and up to date.

Inadequate: Material contains inaccurate or outdated information.

## Scope

When evaluating a pamphlet for content scope or topic inclusion, the nutritionist must determine whether the topics are appropriate for the target audience and whether the scope is too broad. Before you can choose a pamphlet you must know what your participants are interested in, what they want to learn, and what they need to learn. Too many ideas presented in one pamphlet can inhibit the comprehension and retention of information. Materials which contain information tailored to the needs of the target audience will be better accepted and utilized. Appendix 2 contains a list of topics and issues suggested for inclusion in breastfeeding materials.

When evaluating materials for scope of content, use the following guidelines:

Adequate: Topics, deemed necessary for inclusion by the nutritionist, are contained in the material.

Inadequate: Topics, deemed necessary for inclusion by the nutritionist, are not contained in the material.



## **Appropriateness for Target Audience**

In the section on scope, the target audience was assessed in terms of what they were interested in and wanted to learn. To choose content which is appropriate for an audience, it is necessary to know more about their specific situation. What is their social situation? Do they live with others or alone? Where do they live? Do they have access to cooking facilities? Refer to section 2 for assistance in defining the target audience. For readers to get the most from a pamphlet, the content needs to be relevant. It must be geared to their situation and age group and directed towards their lives. For example, a pregnant teen will benefit more from information on breastfeeding which addresses her particular concerns than those of an older, more experienced woman. The more a person can identify himself or herself in a particular education material, the more relevant or meaningful the information will be.

When evaluating the content of printed materials for appropriateness, use the following guidelines:

Adequate: Material is presented in a way which is relevant to the lives and environment of the target audience.

Inadequate: Material is minimally or at no time presented in a way which is relevant to the lives or environment of the target audience.

## **Purpose of Material**

Each pamphlet should have a clear purpose. When a participant picks up a pamphlet s/he should be able to glance over it and understand what it intends to teach. A clear title, such as "The Benefits of Breastfeeding," fully explains the purpose of the material. An introductory sentence or paragraph is useful for introducing the main ideas to be covered. A person may not be interested in reading a pamphlet if s/he cannot immediately assess what is inside. Learning is facilitated when the audience is aware of what will be presented. Materials with a clear purpose can also increase a person's motivation to read it.

When evaluating the content of printed materials for clearness of purpose, use the following guidelines:

Adequate: Clear purpose of material is stated in title or introduction.

Inadequate: Material contains no clear purpose stated in title or introduction.

### Organization

A good pamphlet is clearly organized. All of the main ideas are evident and simply stated. Ideas flow smoothly and logically. They are self explanatory and require no background information in order to be understood. A well organized pamphlet is easier to read and understand. The information is usually retained longer. Motivation to read the material is increased because the learner does not have to work as hard to comprehend the meaning and progression of ideas.

When evaluating the content of printed materials for adequacy of organization, use the following guidelines:

Adequate: Most or all of the main ideas are clearly presented; smooth flow of material; little or no background information needed for comprehension.

Inadequate: Main ideas not easily detected; illogical order; considerable background knowledge needed to understand the material.

### Summarization

Summary statements or paragraphs are useful to reinforce key concepts previously stated. Summaries can clarify, simplify and tie ideas together. They can also be used to personally relate information to the reader and show examples. Learning is facilitated when material is summarized. Comprehension and retention are also improved.

When evaluating the content of printed materials for adequacy of summarization, use the following guidelines:

Adequate: Most or all of the main ideas are summarized.

Inadequate: Few or none of the main ideas are summarized.

### **Learning Experiences**

Pamphlets that contain learning experiences such as questions, projects or suggestions for further learning can increase personal involvement. Questions such as "How will you feed your baby?" will get people thinking about the information in terms of their own circumstances. A section to write down what they ate during a 24-hour period and checking it against a sample menu is another way of involving the reader and personalizing the information. Pamphlets which contain learning experiences and strive to involve the audience are more effective vehicles for any nutrition information. When people are involved with the material and actively participate, they become more interested in the subject matter and more motivated to learn.

When evaluating the content of printed materials for adequacy of learning experiences, use the following guidelines:

Adequate: Presentation seeks learner involvement with questions and suggestions for further learning.

Inadequate: No learner involvement sought. Material contains no questions or suggestions for further action/learning.

### **References/Resources**

A reference or resource list, included to direct people to reliable sources of information, is particularly useful for motivated people who want to learn more about a subject. A list of organizations to call for help with breastfeeding is an example of a resource. Books or magazines which contain more information on a topic can also be included. Even advice to "call a friend who has breastfed" helps to extend the learning experience past the last page of the pamphlet. All reference and resource lists should be complete, accurate and up to date for maximum usefulness.

When evaluating the content of printed materials for adequacy of references/resources, use the following guidelines:

Adequate: References and resources are accurate, up to date and usable.

Inadequate: References and resources are inappropriate, absent or are inaccurate, outdated or not usable.

### 3. Readability

Readability will be divided into 3 parts: reading level; use of technical terms; and writing style. Readability is a measure reflecting the difficulty involved in reading and understanding material (Fischer, 1977). Appropriate readability levels have been shown to positively influence motivation and attention maintenance, as well as comprehension and retention of information (Anderson, 1979). A pamphlet which is too difficult for an audience to read is of little value to them, regardless of the quality of content.

#### Reading Level

Reading level refers to structural difficulty of the text, such as vocabulary and sentence and word density. It does not assess conceptual difficulty. The reading level of a given pamphlet will be higher when its sentences are long or complex and when it contains a large number of polysyllabic (> 3 syllables) words. Appendix 2 provides a method to use when assessing reading level. Using the SMOG Readability Formula you can assess reading level in terms of grade level in school. The average reading level for the United States population is between 5th and 10th grade. Many people do not read at their expected level and people newly arrived to this country read at less than the 5th grade level. Reading levels of the 4th to 5th grade are most appropriate for WIC participants, but levels up to and including 7th grade are acceptable. Reading becomes considerably more difficult at the 8th grade level. Certainly, a general assessment of the individual's reading level is important before a final judgement on acceptability can be made.



When evaluating the content of printed materials for reading level, use the SMOG Method in Appendix 2 and the following guidelines:

Adequate: Less than 8th grade (recommended level 4th to 5th grade)

Inadequate: Greater than or equal to 8th grade.

### Technical Terms

Technical terms should not be included in materials meant for a lay audience. Some examples of technical terms used in breastfeeding literature are: colostrum, let-down reflex, rooting reflex, uterus, engorgement, lactation, mastitis and areola. Technical terms are academic and professional sounding. Materials which use technical vocabulary can be discouraging and confusing to the reader. Introduction of new names or technical terms imposes an additional burden on learners and may impede learning (Kemp, 1976). The use of more familiar vocabulary aids in the comprehension and readability of the information.

When evaluating printed materials for use of technical terms, use the following guidelines:

Adequate: Two or fewer technical terms are used with definitions provided.

Inadequate: Technical terms are used with no definitions provided.

### Writing Style

Writing style should be: 1) personal; 2) friendly and 3) positive. Use of the active voice ("you need" versus "it has been shown people need") helps to personalize the writing style. Without it, the tone can sound dry and academic. Negative wording such as "don't eat" or "never buy" should rarely be used. It can be discouraging and condescending. A positive, personal writing style can aid in motivation and attention maintenance and can improve readability (Anderson, 1980).

The tone of the writing should be respectful. Adults should be treated as adults, not children. Information which has been over-simplified or sounds naive will not be taken seriously. All nutrition information should be presented positively.



When evaluating the content of printed materials for adequacy of writing style, use the following guidelines:

Adequate: Positive, personal style with few instances of negative wording (e.g. "don't eat") and respectful, non-condescending tone.

Inadequate: Academic, condescending, negative or highly emotional writing style.

#### 4. Stereotyping

Stereotyping will be divided into 3 parts: 1) role models in text/illustrations; 2) minority representation and 3) lifestyles or cultures. A stereotype is an over-simplified generalization about a particular group, race or sex which usually carries derogatory implications. Stereotypes may be blatant or subtle, but they all limit, demean or ridicule people because of their race, sex or culture. All education materials should be free of stereotypes.

##### Role Models - Women

Women should be portrayed or discussed as having many roles, traits and emotions. Optimally, women should be shown in non-traditional roles such as physicians or carpenters. Women should never appear to be inferior in status or limited to certain abilities, traits, roles or emotions.

When evaluating printed materials for the adequacy of role models for women, use the following guidelines:

Adequate: Women are discussed/shown as having a variety of roles, traits, and emotions.

Inadequate: Material relegates women to secondary roles or implies they are limited to certain abilities, traits, roles and emotions.

## Minority Representation

When illustrations are used, minorities should be represented. They should be portrayed in a factual manner, having a variety of roles, occupations and values. Be aware of tokenism in illustrations. This is when minority characters appear identical to the white characters with the exception of tinted skin. This type of representation can be considered derogatory because it denies the existence of cultural or ethnic uniqueness such as facial structure and dress.

When evaluating printed materials for adequacy of minority representation, use the following guidelines:

Adequate: All racial, ethnic and/or religious groups are represented in a factual manner having a variety of roles, occupations and values.

Inadequate: Material has no minority representation or inaccurately portrays any ethnic or religious group.

## Lifestyles/Cultures

Alternative lifestyles should be included and legitimized within the text and illustrations. Many education materials define the "family unit" as consisting of a husband, wife and children. Single parent families need to be represented and respected as an option. Alternative food patterns such as rice and beans can be shown in addition to the traditional meat and potatoes menu. Materials should also include a variety of environments. Middle or upper class homes are often shown with expensive looking furniture and decorations. Some people live in that type of surrounding, but still more do not. A realistic portrayal of home life should be sought.

When evaluating printed materials for adequacy of lifestyle and cultural representation, use these quantitative guidelines:

Adequate: Material reflects or emphasizes the legitimacy of different cultures, values, lifestyles, socio-economic levels and food patterns through text or illustrations.

Inadequate: Material does not reflect personal or cultural differences through text or illustrations.

## 5. Format

Format will be divided into 7 parts: 1) paper quality; 2) print style and size; 3) topic heading/typographic cuing; 4) line width and spacing; 5) placement and use of illustrations; 6) placement and use of charts, graphs and tables and 7) color.

### Paper Quality

Paper has physical characteristics which affect the learner's psychological reaction (White, 1983). Perceived value is a direct result of the appearance and more importantly, the feel of the paper. Heavy, dull coated, expensive looking material is interpreted as carrying information of greater value. The heavier and thicker the paper is, the less likely the print will show through from one side of the paper to the other. Print that shows through the paper can be distracting to the reader.

The shininess of paper is usually achieved by coating the paper with a chemical that closes up the surface, making it resistant to ink absorption. The surface can appear dull or glossy. The shinier the paper, the more difficult it becomes to read the text because of the mirror effect caused by highlights on the paper (White, 1983). Readers tend to see a greater value in "slick", shiny publications. In terms of readability, the dull coated finish is optimal.

The quality of the paper can improve the readability of the information. It can also attract attention to the pamphlet and increase motivation to read it (Anderson, 1980).

When evaluating printed materials for adequacy of paper quality, use the following guidelines:

Adequate: Heavy or medium weight, non-gloss or semi-gloss and print invisible from one side of the page to the other.

Inadequate: Light weight, high gloss paper and/or print is visible through paper.

When evaluating printed materials for adequacy of paper quality, use the following guidelines:

Adequate: Heavy or medium weight, non-gloss or semi-gloss and print invisible from one side of the page to the other.

Inadequate: Light weight, high gloss paper and/or print is visible through paper.

### Print Style and Size

Typography or print style and size serves to identify, label, emphasize, explain, clarify and reinforce presented material. Print style can greatly contribute to legibility. Maximum legibility of print is attained by using a Roman face print with serifs or finishing strokes at the end of the main stroke of a letter. (Figure 2 and 3).



Figure 2 - Serif

Times Roman (Li) when combining text and display faces, first decide whether you are seeking harmony or contrast. Then consider size, style, weight or color, white space within and around the type area, relative position of text and display type, and relation-

Figure 3 - Roman Face Type With Serifs

The thick/thin variation of the Roman face type along with the serifs makes the material easier to read by assisting in horizontal eye movements. Gothic face sans serif (without serifs), (Figure 4), is monotonous and impairs reading.

Trade Gothic Cond. #18 (Li) when combining text and display faces, first decide whether you are seeking harmony or contrast. Then consider size, style, weight or color, white space within and around the type area, relative position of text and display type, and relationship to other graphic elements, in-

Figure 4 - Gothic Face Sans Serif

The use of italics or fancy script (Figure 5) for the main body of the text can be distracting and tiresome to the eye.

*Times Roman Italic (Li) when combining text and display faces, first decide whether you are seeking harmony or contrast. Then consider size, style, weight or color, white space within and around the type area, relative position of text and display type, and relation-*

Figure 5 - Italics

Text written entirely in capital letters is harder to read because the shapes of the letters don't vary much and there are no cues perceived by the eye. Capitals are read slower because the eye deciphers each word, letter by letter (White, 1983).

Print size is measured by points. There are twelve points to the pica and six picas to the inch. Ten, 11 or 12 point type is the recommended size for adequate legibility. Different type faces have different point size. Figure 6 shows a word in ten different point sizes of one print style.

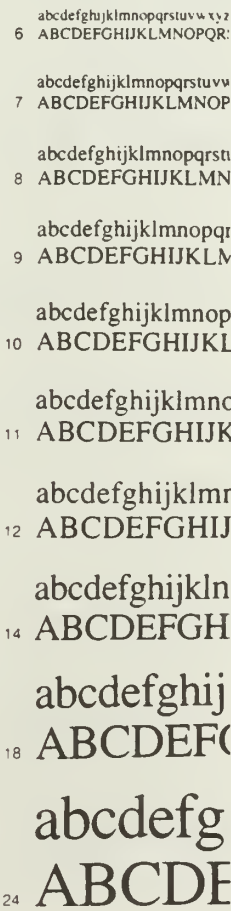


Figure 6 - Point Sizes



If the type is too small, it reduces visibility and hampers word recognition. Readers may skip over material or develop eye strain. If the type is too large, it takes up too much space and requires an excessive amount of eye movement.

Print should be large enough to read comfortably. The style should be plain and contain serifs to facilitate reading. When evaluating printed materials for adequacy of print style and size, use the following guidelines:

Adequate: 10, 11 or 12 point size; and Roman or other plain face with serifs.

Inadequate: Type size of the text is less than or equal to 9 point or greater than 24 point. The use of all capitals, fancy or italic styles and non serif print varieties.

### **Topic Headings/Typographic Cuing**

Topic headings and typographic cuing (use of bold print) can attract the reader's attention to the text. They can improve the readability of the text by clarifying and organizing information. This will improve the reader's ability to retain the information. Ideally, topic headings in bold print should be provided for each separate topic in the text.

When evaluating printed materials for adequacy of topic headings and typographic cuing, use the following guidelines:

Adequate: Topic headings are provided for at least 75% of each separate topic and are clearly emphasized with typographic cuing.

Inadequate: Topic headings are provided for less than 75% of each separate topic.

### **Line Width and Spacing**

Line width contributes to the legibility of the text. Reading is less efficient if lines are very long or very short (Finkel, 1982). Eye strain can result when reading very short lines of 4 to 7 words. The eye has difficulty relocating the beginning of each new line when greater than 14-15 words are used. Optimal line length seems to be 10 to 12 words or 18 to 24 picas, depending on the letter width of the type face.



The spacing between lines is called leading. Material that is properly spaced is more legible. Unleaded material is difficult to read. Reading rate increases with additional leading. (See Figure 7). When 10, 11, or 12 point type is used, the space between lines should be either 1, 2 or 3 points. Four points can be excessive, causing more eye movement and eventual strain.

The life of Giambattista Bodoni has often been told. He was born at Saluzzo, Piedmont, in the year 1740, the son of a printer. He had the good fortune of being apprenticed to the polyglot printing office of the Congregatio de Propaganda Fide at Rome. It was here that he learned not only the craft which was his father's but also was introduced into the art and secrets of cutting punches as soon as his tale

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No Leading

1 Point Leading

2 Point Leading

Figure 7 - Spacing Between Lines

When evaluating printed materials for adequacy of line width and spacing, use the following guidelines:

Adequate: 1, 2 or 3 points between lines, and 10 to 12 words per line.

Inadequate: Less than 1 or greater than 3 points between lines.  
Less than 10 or greater than 12 words per line.

## Placement and Use of Illustrations

An illustration is a visible mark on paper that communicates knowledge without the use of words. It will be defined here as a picture. A picture is an image of something that is usually recognizable and naturalistic. It depicts a scene, person or object. A photograph is a picture made by machine and a drawing is a picture made by hand.

An illustration or picture can give the reader an attractive pictorial input. It can attract attention, cause emotion, inform, instruct, explain and entertain. Pictures can communicate more efficiently than written words. They can help readers to overcome resistance to a text or understand the material better. Pictures should be located next to the related ideas in order to facilitate comprehension.

A good picture is one that helps bring out the story or facts. The ideas inherent in the visual image are most important. For a person who reads poorly, the pictorial input is crucial. The best pictures are those that help to clarify and explain the ideas in the text.

People tend to prefer pictures that are realistic and technically stimulating. Many times, however, simplified drawings are more successful in explaining difficult concepts (Satterwaite, 1984). A photograph of a woman using a breast pump may not be helpful or informative to a woman who wants to learn how to use one. A simple, step by step drawing could explain the procedure in detail.

When evaluating printed materials for adequacy of placement and use of illustrations, use the following guidelines:

Adequate: At least 75% of the illustrations contribute to the material by clarifying, explaining or drawing attention to the text; and at least 75% are on the same page as their textual reference.

Inadequate: Less than 75% of the illustrations contribute to the material in some way; less than 75% are on the same page as their textual reference.

#### **Placement and Use of Charts, Graphs and Tables**

Charts, graphs and tables should be clear and easy to read. They should require no further calculation or background information to be understood. A non-technically trained audience may find working with charts, tables and graphs to be confusing and unproductive. If used, they should substantially contribute to the text by clarifying and simplifying it. All charts, graphs and tables should be located next to the related ideas to facilitate comprehension.

When evaluating printed materials for adequacy of placement and use of charts, graphs and tables, use the following guidelines:

Adequate: All charts, tables and graphs are clear, easy to read and require no further calculation; 75% are on the same page as their textual reference.

Inadequate: Charts, graphs, tables require further calculation or additional information; less than 75% are on the same page as their textual reference.

## Color

Color contributes to the overall appeal of a pamphlet. It should be used functionally, rather than decoratively. Color can produce a mood (for example, red-action, passion, variety; blue-distinction, reserve, serenity). It can draw attention to a pamphlet or an area of text within a pamphlet. People tend to remember materials in color better than those in black and white. Color can highlight the illustrations and make them appear more realistic.

When color is used as a background tint it must be subservient to the material printed on it. The color should be quiet, pale and restrained. If it is too dark, the reader will have trouble discerning the type printed on it, making reading more difficult.

When evaluating printed materials for adequacy of color, use these guidelines:

Adequate: Color contributes to the appeal of the pamphlet; print can be read easily through background tint.

Inadequate: Absence of color; distracting use of color; or background tint which makes print difficult to read.

## B. Method for Evaluating Printed Materials

When evaluating printed materials, use the following method and chart. The method for evaluating printed materials consists of three levels. All materials which pass the requirements in level 1 are considered Minimally Acceptable for use. Materials which do not pass level 1 should be rejected.

All the materials which pass level 2 are considered Adequate for use. They contain the attributes from level 1 plus they address the needs and interests of the target audience. Materials which do not pass level 2 are considered only Minimally Acceptable.

Materials which pass level 3 are considered Superior for use. They contain the attributes from level 1 and level 2 plus certain motivating factors like attractive format and positive writing style. Materials which do not pass level 3 are considered only Adequate.

Many pamphlets will fall between the levels. One may meet all the criteria in level 2 but only a few criteria in level 3. These levels are merely guidelines. It is up to the nutritionist to assess the strengths and weaknesses of individual publications and use them with the appropriate audience.

### STEP 1

1. Choose pamphlet.
2. Define target audience. Refer to section 2 for assistance.
3. Read through entire pamphlet at least once.
4. Go to Level 1 on chart.

### STEP 2

1. Check the pamphlet against criteria in level 1.

If the pamphlet fails to meet all the criteria in level 1, it should be REJECTED. It is not acceptable for use under any circumstances because it contains sponsor bias or promotion, inaccurate content, or both.

If the pamphlet meets all criteria in level 1, it is considered to be at least MINIMALLY ACCEPTABLE. It is free of sponsor bias or promotion and is accurate. Evaluate further.



STEP 3 ONLY GO TO STEP 3 IF THE PAMPHLET PASSES LEVEL 1.

1. Check the pamphlet against criteria in level 2.

If the pamphlet fails to meet all criteria in level 2, it is considered to be only MINIMALLY ACCEPTABLE. A pamphlet defined as minimally acceptable should only be used as a last resort, when no other materials are available.

If the pamphlet meets all criteria in level 2, it can be considered to be at least ADEQUATE. It meets all the criteria in level 1 and in addition, contains desired topics, is directed towards the needs and interests of the audience and uses the appropriate language and reading level. Women and minorities are represented fairly. Other lifestyles and cultures are presented positively. An ethnically mixed group in particular would get more from a pamphlet in which different cultures were shown. The more an audience can identify with a particular message, the greater the motivating potential. Evaluate further.

STEP 4 ONLY GO TO STEP 4 IF THE PAMPHLET PASSES LEVEL 2.

1. Check the pamphlet against criteria in level 3.

If the pamphlet fails to meet all the criteria in level 3, it is considered to be only ADEQUATE. A pamphlet defined as adequate is best used with any audience who is interested in the subject matter and motivated to learn. This type of pamphlet is directed towards the needs and interests of the target audience which contributes to motivation, but it does not contain many of the other motivating factors found in level 3.

If the pamphlet does meet all the criteria in level 3, it is considered to be SUPERIOR. A pamphlet defined as superior has all the attributes contained in level 1 and level 2, along with additional features. The material states its intended purpose, the main ideas are organized and summarized and learning experiences and resources for further learning are provided. The pamphlet is written in a positive style, using the active voice. The general format is appealing: paper; print; line space and width; illustrations and use of color.

The criteria in level 3 are important motivational factors. They can help to interest the audience in the subject matter, hold attention, improve attitude and facilitate learning. A superior pamphlet is the preferred choice in any situation, but particularly when a group or individual is not especially motivated to learn or is not highly interested in the subject matter.





# METHOD FOR EVALUATING PRINTED MATERIALS

	SPONSOR BIAS OR PROMOTION	CONTENT		
Level 1  Minimally Acceptable	<u>Identification of Company or Product Name</u> - Company name (e.g. "Ross") is mentioned but product name (e.g. "Similac") is not contained in text or illustrations  <u>Subject Matter</u> - Business sponsored education materials include the required topics specified by the WHO Code, article 4.2.	<u>Accuracy</u> - Material is entirely accurate and up to date.	READABILITY	STEREOTYPING
			<u>Reading Level</u> - <8th grade (recommended 4th to 5th grade)  <u>Technical Terms</u> - Two or fewer technical terms used with definitions provided.	<u>Role Models</u> - Women are discussed/shown as having a variety of roles, traits, and emotions.  <u>Minority Representation</u> - All racial, ethnic and/or religious groups are represented in a factual manner having a variety of roles, occupations and values.  <u>Lifestyles/Cultures</u> - Material reflects or emphasizes the legitimacy of different cultures, values, life styles, socioeconomic levels and food patterns through dialogue or illustrations.
Level 2  Adequate		<u>Scope</u> - Topics, deemed necessary for inclusion by the nutritionist, are contained in the material.  <u>Appropriateness for Target Audience</u> - Material is presented in a way which is relevant to the lives and environment of the target audience.		
				FORMAT
Level 3  Superior		<u>Purpose of Material</u> - Clear purpose of material is stated in title or introduction.  <u>Organization</u> - Most or all of the main ideas are clearly presented; smooth flow of material; little or no background information needed for comprehension.  <u>Summarization</u> - Most or all of the main ideas are summarized.  <u>Learning Experiences</u> - Presentation seeks learner involvement with questions and suggestions for further learning.  <u>Reference/Resources</u> - References are accurate, up to date and usable.	<u>Writing Style</u> - Positive, personal style with few instances of negative wording (e.g. "don't eat"); respectful non-condescending tone.	<u>Paper Quality</u> - Heavy or medium weight, non-gloss or semi gloss and print invisible from one side of the page to the other.  <u>Print Style and Size</u> - 10, 11 or 12 point size and Roman or other plain face with serifs.  <u>Topic Headings/Typographic Cuing</u> - Topic headings are provided for >75% of each separate topic and clearly emphasized with typographic cuing.  <u>Line Width and Spacing</u> - 1, 2 or 3 points between lines with 10 to 12 words per line.  <u>Placement and Use of Illustrations</u> - At least 75% of the illustrations contribute to the material by clarifying explaining or drawing attention to the text; at least 75% are on the same page as textual reference.  <u>Placement and Use of Charts, Tables, Graphs</u> - All charts, tables, graphs are clear, easy to read and require no further calculation; 75% are on the same page as their textual reference.  <u>Color</u> - Color contributes to the appeal of the pamphlet; print can be read easily through background tint.



## **SECTION 4: Evaluating Audio-Visual Materials**

## **A. Criteria for Evaluating Audio-Visual Materials**

1. Sponsor Bias or Promotion
  - o Identification of Company or Product Name
  - o Subject Matter
2. Content
  - o Accuracy
  - o Scope
  - o Appropriateness For Target Audience
  - o Purpose of Material
  - o Organization
  - o Summarization
  - o Learning Experiences
  - o References/Resources
3. Manner of Presentation
  - o Pacing
  - o Vocabulary
  - o Tone
4. Stereotyping
  - o Role Models (Women)
  - o Minority Representation
  - o Lifestyles/Cultures
5. Technical Quality
  - o Auditory Quality
  - o Visual Quality
  - o Continuity
6. Length
7. Instructional Aids
  - o Teacher's Guide

### **1. Sponsor Bias or Promotion**

Sponsor bias or promotion will be divided into 2 parts: 1) identification of company or product name and 2) subject matter. Many WIC - MCH clinics distribute business sponsored education materials. It is important to evaluate these materials for product promotion or biased infor-

mation. This is particularly true for educational materials on breast-feeding. Formula companies produce materials which appear to support breastfeeding. But because of the design of the illustrations, wording and product advertisements, women may actually be dissuaded or discouraged from breastfeeding (Wirtz, 1984).

On May 21, 1981 the 34th World Health Assembly (WHO) overwhelmingly approved the "International Code of Marketing of Breastmilk Substitutes." The code was developed over a nineteen month period of intensive negotiation and consultation among the WHO and UNICEF secretariats, national governments, infant health experts, other United Nations agencies, the infant food industry and consumer and public interest groups (IFBAN, 1984). The aim of this code is to "contribute to the provision of safe and adequate nutrition for infants by the protection and promotion of breastfeeding, and by ensuring the proper use of breastmilk substitutes, when these are necessary, on the basis of adequate information and through appropriate marketing and distribution." The Massachusetts State WIC Program fully supports the enactment of this code. The code applies to the marketing and promotion of the following products: breast milk substitutes, including infant formula, other milk products; other foods and beverages designed for use as a partial or total replacement of breast milk.

One way the code aids in the protection and promotion of breastfeeding is to require business sponsored education materials to meet certain requirements before they can be distributed to the general public. These requirements address the subject matter of education materials and the identification of company or product names within the materials.

#### **Identification of Company or Product Name**

Article 4.3 of the WHO Code states that any materials may bear the donating company's name or logo, but should not refer to a proprietary product that is within the scope of the code. For example, the name "Ross" may be mentioned or shown but the product name "Similac" may not appear anywhere in the text or illustrations. This is to prevent education materials from being used as vehicles for product advertisements. WIC participants are vulnerable to the infant formula company's influence especially if they are undecided about breastfeeding.

When evaluating business sponsored materials for identification of company or product name, use the following guidelines:

Adequate: Company name (e.g. "Mead-Johnson") is mentioned but product name (e.g. "Enfamil") is not contained in dialogue or illustrations.

Inadequate: Product name is contained in dialogue or illustrations.



## Subject Matter

Article 4.2 of the WHO code states that all business sponsored education materials on infant feeding should include:

- a) The benefits and superiority of breastfeeding.
- b) Information on maternal nutrition and the preparation for and maintenance of breastfeeding.
- c) The negative effect on breastfeeding of introducing partial bottle feeding.
- d) The difficulty of reversing the decision not to breastfeed.
- e) Where needed, the proper use of infant formula, the financial and social implications of its use and the health hazards involved with improper use. Additionally, such materials should not use any pictures or text which may idealize the use of breastmilk substitutes.

These guidelines are to ensure that the public is exposed to materials which are unbiased and objective. Many business sponsored materials currently used in WIC programs contain inaccurate and misleading statements or photographs. Appendix 1 contains examples of WHO Code violations taken directly from these materials.

When evaluating business sponsored materials for adequacy of subject matter, use the following guidelines:

Adequate: Business sponsored materials include all the topics specified in article 4.2 of the WHO Code.

Inadequate: Business sponsored materials do not include the required topics as specified in article 4.2 of the WHO Code.

## 2. Content

Content will be divided into 8 parts: 1) accuracy; 2) scope; 3) appropriateness for target audience; 4) purpose of material; 5) organization; 6) summarization; 7) learning experiences and 8) references and resources.

## Accuracy

All education materials must be accurate and up to date so as not to misinform the audience. All information should be free of error. It is the nutritionist's responsibility to know what information is contained in a certain audio-visual and whether or not that information is accurate. Because of the limited scope of this guide, it is impossible to list all the accurate nutrition information on breastfeeding. However, Appendix 2 includes resources a nutritionist can consult when evaluating breastfeeding materials for content accuracy. Content errors commonly found in breastfeeding materials are also listed.

When evaluating the content of audio-visual materials for accuracy, use the following guidelines:

Adequate: Material is entirely accurate and up to date.

Inadequate: Material contains inaccurate or outdated information.

## Scope

When evaluating a pamphlet for content scope or topic inclusion, the nutritionist must determine whether the topics are appropriate for the target audience and whether the scope is too broad. Before you can choose an audio-visual you must know what your participants are interested in, what they want to learn, and what they need to learn. Too many ideas presented at once can inhibit the comprehension and retention of information. Materials which contain information tailored to the needs of the target audience will be better accepted and utilized. Appendix 2 contains a list of topics and issues suggested for inclusion in breastfeeding materials.

When evaluating materials for scope of content, use the following guidelines:

Adequate: Topics, deemed necessary for inclusion by the nutritionist, are contained in the material.

Inadequate: Topics, deemed necessary for inclusion by the nutritionist, are not contained in the material.

## Appropriateness for Target Audience

In the section on scope, the target audience was assessed in terms of what they were interested in and wanted to learn. To choose content which is appropriate for an audience, it is necessary to know more about their specific situation. What is their social situation? Do they live with others or alone? Where do they live? Do they have access to cooking facilities? Refer to section 2 for assistance in defining the target audience. For the viewers to get the most from a film, the content needs to be relevant. It must be geared to their situation and age group and directed towards their lives. For example, a pregnant teen will benefit more from information on breastfeeding which addresses her particular concerns than those of an older, more experienced woman. The more a person can identify himself or herself in a particular education material, the more relevant or meaningful the information will be.

When evaluating the content of audio-visual materials for appropriateness, use the following guidelines:

Adequate: Material is presented in a way which is relevant to the lives and environment of the target audience.

Inadequate: Material is minimally or at no time presented in a way which is relevant to the lives or environment of the target audience.

## Purpose

Each audio-visual aid should have a clear purpose. When a participant sits down to watch a film, s/he must immediately understand what it intends to teach. A clear title, such as "The Benefits of Breastfeeding" fully explains the purpose of the material. An introductory sentence is useful for introducing the main ideas to be covered. A person may not be interested in listening to the film if s/he cannot immediately assess what they will gain. Learning is facilitated when the audience is aware of what will be presented. Materials with a clear purpose can also increase a person's motivation to learn.

When evaluating the content of audio-visual materials for clearness of purpose, use the following guidelines:

Adequate: Clear purpose of material is stated in title or introduction.

Inadequate: Material contains no clear purpose stated in title or introduction.

### Organization

A good audio-visual is clearly organized. All of the main ideas are evident and simply stated. Ideas flow smoothly and logically. They are self-explanatory and require no background information in order to be understood. A well-organized film is easier to understand. The information is usually retained longer. Motivation to pay attention to the material is increased because the learner does not have to work as hard to comprehend the meaning and progression of ideas.

When evaluating the content of audio-visual materials for adequacy of organization, use the following guidelines:

Adequate: Most or all of the main ideas are clearly presented; smooth flow of material; little or no background information needed for comprehension.

Inadequate: Main ideas not easily detected; illogical order; considerable background knowledge needed to understand the material.

### Summarization

Summary statements or paragraphs are useful to reinforce key concepts previously stated. Summaries can clarify, simplify and tie ideas together. They can also be used to personally relate information to the reader and show examples. Learning is facilitated when material is summarized. Comprehension and retention are also improved.



When evaluating the content of audio-visual materials for adequacy of summarization, use the following guidelines:

Adequate: Most or all of the main ideas are summarized.

Inadequate: Few or none of the main ideas are summarized.

### **Learning Experiences**

Films that contain learning experiences such as questions, projects or suggestions for further learning can increase personal involvement. Questions such as "How will you feed your baby?" will get people thinking about the information in terms of their own circumstances. Suggestions such as "write down what you ate today and check it against the recommended diet for nursing mothers" can also help. Films which contain learning experiences and strive to involve the audience are more effective vehicles for nutrition information. When people are involved with the material and actively participate, they become more interested in the subject matter and more motivated to learn.

When evaluating the content of audio-visual materials for adequacy of learning experience, use the following guidelines:

Adequate: The material seeks learner involvement with questions and suggestions for further learning.

Inadequate: No learner involvement sought. Material contains no questions or suggestions for further action/learning.

### **References/Resources**

A reference or resource list, included to direct people to reliable sources of information, is particularly useful for motivated people who want to learn more about a subject. A list of organizations to call for help with breastfeeding is an example. Books or magazines which contain more information on a topic can also be included. Even advice to "call a friend who has breastfed" helps to extend the learning experience past the point where the film ends. All reference and resource lists should be complete, accurate and up to date for maximum usefulness.



When evaluating the content of audio-visual materials for adequacy of references/resources, use the following guidelines:

Adequate: References and resources are accurate, up to date and usable.

Inadequate: References and resources are inappropriate, absent or are inaccurate, outdated or not usable.

### 3. Manner of Presentation

Manner of presentation will be divided into 3 parts: 1) pacing; 2) vocabulary and 3) tone.

#### Pacing

Pacing is defined as the speed in which the film progresses. After an important series of ideas are presented, the learner should be given a reprieve time in order to mentally rehearse and store the newly received information. This can be achieved by halting verbal input and holding visual input to subordinate, illustrative material (Witt, 1980). This is called pausing or blank time. Later, the film should repeat or summarize the important points which will help the learner to comprehend and retain the information. The audience will learn less from a quickly paced film that rushes from point to point and contains no blank time.

When evaluating a film for pacing, use the following guidelines:

Adequate: Slow pacing of dialogue. The material contains passages of blank time to facilitate comprehension.

Indaequate: Rapid pacing of dialogue. No blank time included.

#### Vocabulary

An audience may be frustrated and alienated by vocabulary which is beyond its comprehension. Viewers cannot accept a message that they do not

understand. Technical terms are not appropriate; if used, definitions should be provided.

When evaluating a film for vocabulary, use the following guidelines:

Adequate: Two or fewer technical terms are used, with definitions provided.

Inadequate: Technical terms are used with no definitions provided.

## **Tone**

The tone of the presentation should be: 1) personal 2) friendly and 3) positive. Use of the active voice ("you need" versus "it has been shown people need"), is preferred. Negative wording such as "don't eat" or "never buy" should rarely be used. It can be discouraging and condescending.

The vehicle for the message is as equally important as the wording. Cartoons or illustrations which over-simplify nutrition concepts may be ignored or rejected for being childish or unrealistic (Witt, 1980). A white, male physician talking about breastfeeding may seem paternalistic or embarrassing to some audiences. The same message may be more easily accepted if delivered by a breastfeeding mother.

When evaluating audio-visual materials for tone of presentation, use the following guidelines:

Adequate: Material is presented positively in a friendly, respectful tone.

Inadequate: Material is represented negatively; tone is paternalistic or condescending.

## **4. Stereotyping**

Stereotyping will be divided into 3 parts: 1) role models in text/illustrations; 2) minority representation and 3) lifestyles or cultures. A stereotype is an over simplified generalization about a par-

ticular group, race or sex which usually carries derogatory implications. Stereotypes may be blatant or subtle, but they all limit, demean or ridicule characters because of their race, sex or culture. All education materials should be free of stereotypes.

### **Role Models - Women**

Women should be portrayed or discussed as having many roles, traits and emotions. Optimally, women should be shown in non-traditional roles such as physicians or carpenters. Women should never appear to be inferior in status or limited to certain abilities, traits, roles or emotions.

When evaluating audio-visual materials for the adequacy of role models for women, use the following guidelines:

Adequate: Women are discussed/shown as having a variety of roles, traits, and emotions.

Inadequate: Material relegates women to secondary roles or implies they are limited to certain abilities, traits, roles and emotions.

### **Minority Representation**

Minorities should be represented in dialogue and illustrations. They should be portrayed in a factual manner, having a variety of roles, occupations and values. Be aware of tokenism in illustrations. This is when minority characters appear identical to the white characters with the exception of tinted skin. This type of representation can be considered derogatory because it denies the existence of cultural or ethnic uniqueness such as facial structure and dress.

Minority representation is particularly important when working with an ethnically diverse population. Education materials, which portray cultural groups of the same type as the audience, are more effective. The audience may relate better to the material. They may be more apt to personalize it and integrate it into their own lives.

When evaluating audio-visual materials for adequacy of minority representation, use the following guidelines:

Adequate: All racial, ethnic and/or religious groups are represented in a factual manner having a variety of roles, occupations and values.

Inadequate: Material has no minority representation or inaccurately portrays any ethnic or religious groups.

### **Lifestyles/Cultures**

Alternative lifestyles should be included and legitimized within the dialogue and illustrations. Many education materials define the "family unit" as consisting of a husband, wife and children. Single parent families need to be represented and respected as an option. Alternative food patterns such as rice and beans should be shown in addition to the traditional meat and potatoes menu. Materials should also include a variety of environments. Middle or upper class homes are often shown with expensive looking furniture and decorations. Some people live in that type of surrounding, but still more do not. A realistic portrayal of home life should be sought.

When evaluating audio-visual materials for adequacy of lifestyle and cultural representation, use the following guidelines:

Adequate: Material reflects or emphasizes the legitimacy of different cultures, values, lifestyles, socio-economic levels and food patterns through dialogue or illustrations.

Inadequate: Material does not reflect personal or cultural differences through dialogue or illustrations.

### **5. Technical Quality**

Technical quality will be divided into 3 parts: 1) auditory quality; 2) visual quality and 3) continuity.

## **Auditory Quality**

Audio-visual materials must be high in technical quality to interest a public that is conditioned to television and movies. The sound must be audible throughout the presentation. The speakers voice must be clear. Distracting audio effects, inaudible sound or inconsistent fidelity will detract from the content of the presentation. The audience may not attend to the information as closely and therefore not comprehend or learn as much from it.

When evaluating audio-visual materials for auditory quality, use the following guidelines:

Adequate: Sound is audible; clear speaker, voice and music.

Inadequate: Distracting audio effects; sound is inaudible at times; inconsistent fidelity.

## **Visual Quality**

A good film will present concrete points visually, not verbally, to maximize recall. Visual images should carry the weight of the material with audio serving only to explain abstract points or state principles. With strong visuals, the learner will have the facts in mind and be able to see how they are integrated (Witt, 1980). All visuals should be properly framed or centered on the screen. Graphics and titles should be clearly visible and easily understood. Color can contribute significantly to the content by keeping the learner's attention focused on the screen. Poor visual quality is evident when color appears dull or washed out. Lighting and editing techniques can greatly enhance the quality of the visual message. They should blend well into the material and never be distracting.

When evaluating audio-visual materials for visual quality, use the following guidelines:

Adequate: Visuals are clear and properly framed; graphics and titles are clearly visible; color, lighting and editing enhances presentation of content.

Inadequate: Visuals are unclear; graphics and titles are difficult to read or lighting; color and editing are distracting.



## Continuity

The continuity of the audio and visual portions is another important aspect of technical quality. Continuity can be defined as the logical relationship of one scene leading to the next one and the smooth flow of action and narration within the total audio-visual material (Kemp. 1976)

The auditory portion should be precisely matched with the visuals. Poor transitions from one scene to the next or a lack of cohesiveness between the audio and visual components is distracting and impairs learning.

When evaluating the continuity of audio-visual materials, use the following guidelines:

Adequate: Visuals in logical order; smooth flow, audio-visual cohesiveness.

Inadequate: Visuals out of order; lack of cohesiveness between audio-visual portions; poor transitions.

## 6. Length

The optimal length for an audio-visual presentation is approximately 15 minutes. The audience may become distracted from or lose interest in presentations which are substantially longer. An acceptable length is less than 25 minutes. It is difficult for people to maintain a high level of concentration and absorb or retain information for more than 25 minutes at a time.

When evaluating audio-visual materials for length, use the following guidelines:

Adequate: Less than 25 minutes (recommended - less than 15 minutes).

Inadequate: Greater than or equal to 25 minutes.

## 7. Instructional Aids

### Teacher's Guide

A teachers guide has suggestions for good utilization of audio-visual materials. It normally includes a description of content and follow-up questions and activities.

An audio-visual aid should come with a guide to help the instructor prepare the audience for the presentation. An audience can learn more from a film or film strip if they know what to expect before they see it. The nutritionist should explain what the film is about, how it relates to them and how it fits in to previous material given or discussed. Pointing out what is important to note in the film gives the audience more time to integrate the facts as they are watching. The nutritionist should explain how the audience will be able to use the information presented. Learners will use different processing techniques depending on what they are expected to do with the information.

Instructor's guides may contain suggestions for further learning such as discussion questions or homework assignments. Questions posed by the nutritionist during or after a presentation can enhance learning and comprehension. When people are able to respond to the material, they are more likely to relate it to themselves and integrate into their own lives. A practical activity such as trying out a breast pump after seeing how to use one, will take material which was abstract and make it real.

When evaluating audio-visuals materials for instructional aids, use the following guidelines:

Adequate: Teachers guide is included with suggestions for enhancing the audio-visual presentation, pre and post showing.

Inadequate: No teachers guide included with the materials.

## B. Method for Evaluating Audio-Visual Materials

When evaluating audio-visual materials use the following method and chart. The method for evaluating audio-visual materials is made up of three levels. All materials which pass the requirements in level 1 are considered Minimally Acceptable for use. This means they are free of sponsor bias or promotion and have accurate content. Materials which do not pass level 1 should be rejected.

All the materials which pass level 2 are considered Adequate for use. They contain the attributes from level 1 plus address the needs and interests of the target audience. Materials which do not pass level 2 are considered only Minimally Acceptable.

Materials which pass level 3 are considered Superior for use. They contain the attributes from level 1 and level 2 plus certain motivating factors like good organization and technical quality. Materials which do not pass level 3 are considered only adequate.

Many audio-visuals will fall between the levels. One may meet all the criteria in level 2 but only a few criteria in level 3. These levels are merely guidelines. It is up to the nutritionist to comprehend the strengths and weaknesses of individual audio-visuals and use them with the appropriate audience.

### STEP 1

1. Choose film, film strip, slide show, etc.
2. Define target audience. Refer to section 2 for assistance.
3. View the presentation at least once.
4. Go to level 1 on chart.

### STEP 2

1. Check the film against criteria in level 1.

If the film fails to meet all the criteria in level 1, it should be REJECTED. It is not acceptable for use under any circumstances because it contains sponsor bias or promotion, inaccurate content or both.

If the film does meet all criteria in level 1 it is considered to be MINIMALLY ACCEPTABLE. It is free of sponsor bias and promotion and is accurate. Evaluate further.

### STEP 3 ONLY GO TO STEP 3 IF FILM PASSES LEVEL 1.

#### 1. Check the film against criteria in level 2.

If the film fails to meet all criteria in level 2, it is considered to be only MINIMALLY ACCEPTABLE. A film defined as minimally acceptable should only be used as a last resort, when no other materials are available. Depending on where it failed in level 2, it may contain technical vocabulary or leave out desired topics. It may also fail to meet the needs and interests of the target audience by being too academic or professionally oriented.

If the film meets all criteria in level 2 it can be considered at least ADEQUATE. It meets all the criteria in level 1 and in addition, contains desired topics, is directed towards the needs and interests of the audience and uses appropriate language. Women and minorities are represented fairly. Other lifestyles and cultures are presented positively. An ethnically mixed group in particular would get more from a film in which different cultures were represented. The more an audience can identify with a particular message, the greater the motivating potential. Evaluate further.

### STEP 4 ONLY GO TO STEP 4 IF THE FILM PASSES LEVEL 2.

#### 1. Check the film against criteria in level 3.

If the film fails to meet all the criteria in level 3, it is considered to be only ADEQUATE. A film defined as adequate is best used with an audience who is interested in the subject matter and motivated to learn. This type of film is directed towards the needs and interests of the target audience, but it does not contain many of the other motivating factors found in level 3. There are no negative stereotypes of women or minorities in the dialogue or visual portion.

If the film does meet all the criteria in level 3, it is considered to be SUPERIOR. A film defined as superior has all the attributes contained in level 1 and level 2, along with additional features. The material states its intended purpose, the main ideas are organized and summarized and learning experiences and resources for further learning are provided. The dialogue is slowly paced for maximum comprehension and the tone is personal and respectful. The sound is audible throughout with no distracting effects. The visuals are clear and colorful, and the audio-visual portions are cohesive. A superior film is less than 25 minutes and it comes with a teacher's guide to help the nutritionist enhance the presentation.

These additional criteria, unique to level 3, are important motivational factors. They can help to interest the audience in the subject matter, hold attention, improve attitude and facilitate learning. A superior film is the preferred choice in any situation, but especially with a group who is not particularly motivated to learn is not highly interested in the subject matter.





# METHOD FOR EVALUATING AUDIO-VISUAL MATERIALS

	SPONSOR BIAS OR PROMOTION	CONTENT					
Level 1  Minimally Acceptable	<u>Identification of Company or Product Name</u> - Company name (e.g. "Ross") is mentioned but product name (e.g. "Similac") is not contained in text or illustrations  <u>Subject Matter</u> - Business sponsored education materials include the required topics specified by the WHO Code, article 4.2.	<u>Accuracy</u> - Material is entirely accurate and up to date.			TECHNICAL QUALITY	LENGTH	INSTRUCTIONAL AIDS
			MANNER OF PRESENTATION	STEREOTYPING			
Level 2  Adequate		<u>Scope</u> - Topics, deemed necessary for inclusion by the nutritionist, are contained in the material.  <u>Appropriateness for Target Audience</u> - Material is presented in a way which is relevant to the lives and environment of the target audience.	<u>Vocabulary</u> - Two or fewer technical terms are used with definitions provided.	<u>Role Models</u> - Women are discussed/shown as having a variety of roles, traits, and emotions.  <u>Minority Representation</u> - All racial, ethnic and/or religious groups are represented in a factual manner having a variety of roles, occupations and values.  <u>Lifestyles/Cultures</u> - Material reflects or emphasizes the legitimacy of different cultures, values, life styles, socioeconomic levels and food patterns through dialogue or illustrations.			
Level 3  Superior		<u>Purpose of Material</u> - Clear purpose of material is stated in title or introduction.  <u>Organization</u> - Most or all of the main ideas are clearly presented; smooth flow of material; little or no background information needed for comprehension.  <u>Summarization</u> - Most or all of the main ideas are summarized.  <u>Learning Experiences</u> - Presentation seeks learner involvement with questions and suggestions for further learning.  <u>Reference/Resources</u> - References are accurate, up to date and usable.	<u>Pacing</u> - Slow pacing of dialogue; passages of blank time to facilitate comprehension.  <u>Tone</u> - Material is presented positively, in a friendly, respectful tone.		<u>Auditory Quality</u> - Sound is audible; clear speaker, voice and music.  <u>Visual Quality</u> - Visual are clear and properly framed; graphics and titles are clearly visible; color, lighting and editing enhances presentation of content.  <u>Continuity</u> - Visuals are in logical order; smooth flow; audio-visual cohesiveness.	- Length is less than 25 minutes. (Recommended < 15 minutes)	<u>Teacher's Guide</u> - Teachers guide is included with suggestions for enhancing the audio-visual presentation, pre and post showing.



**SECTION 5: Evaluations of Printed  
Materials Commonly Used for  
Breastfeeding Education**

## A. Index of Reviewed Printed Materials

### Acceptable Printed Materials

Title and Source	Rating	Page
Becoming a Nursing Team: Questions Mothers Ask Cornell University	Minimally Acceptable	58
Bottle or Breast Cornell University	Minimally Acceptable	59
Have You Decided Cornell University	Minimally Acceptable	60
Making and Giving Milk Cornell University	Adequate	53
Mother's Milk - Some Special Extras Cornell University	Minimally Acceptable	61
Breastfeeding Problems Can Be Avoided Health Education Associates	Minimally Acceptable	62
Breastfeeding: Those First Weeks at Home Health Education Associates	Adequate	54
Fathers Ask: Questions About Breastfeeding Health Education Associates	Minimally Acceptable	63
Nursing Is Easy When You Know How Health Education Associates	Adequate	55
Time out for Breastfeeding Mothers Health Education Associates	Minimally Acceptable	64
Checklist for Breastfeeding: Concerns and Solutions International Childbirth Ed. Assoc., Inc.	Minimally Acceptable	65

Title and Source	Rating	Page
Should You Breastfeed Your Baby International Childbirth Ed. Assoc., Inc	Minimally Acceptable	66
Baby's Weight Gain - The Slow Gaining Baby Lactation Associates	Minimally Acceptable	67
Beginning To Breastfeed Lactation Associates	Minimally Acceptable	68
Common Problems the First Few Weeks of Breastfeeding Lactation Associates	Minimally Acceptable	69
Preparing to Breastfeed Lactation Associates	Minimally Acceptable	70
Working and Nursing Lactation Associates	Minimally Acceptable	71
Establishing Your Milk Supply La Leche League International	Minimally Acceptable	72
Breastfeeding: Getting Started Massachusetts WIC Program	Adequate	56
Thinking About Breastfeeding Massachusetts WIC Program	Adequate	57
A Mother's Guide To Breastfeeding National Child Nutrition Project	Superior	51
Breastfeeding New Mexico Hlth Services Dept.	Minimally Acceptable	73
Thinking About Breastfeeding Now New Mexico Hlth Services Dept.	Minimally Acceptable	74
Breast-Feeding Your Baby Wyeth Laboratories	Minimally Acceptable	75



### Printed Materials - Not Recommended

Title and Source	Reason Not Recommended	Page
Breastfeeding Guide Cornell University	Inaccurate Content	76
Getting Ready Cornell University	Inaccurate Content	76
The Breast-Feeding Family; Growing Better, Growing Closer Mead-Johnson Company	Sponsor Bias and Promotion	76
Get Ready For Breastfeeding Now New Mexico Hlth Services Dept.	Inaccurate Content	77
Breast-Feeding Your Baby Ross Laboratories	Sponsor Bias and Promotion	77
Breastfeeding Your Baby; The Natural Way Ross Laboratories	Sponsor Bias and Promotion	77
How to Breastfeed Your Baby Ross Laboratories	Sponsor Bias and Promotion and Inaccurate Content	78

## **B. Evaluations/Reviews of Printed Materials**

Title: A Mother's Guide To Breastfeeding

Producer and Date: National Child Nutrition Project, 1984

Authors: National Child Nutrition Project

Format: 8 1/2" X 11" information sheets

Length: 20 single sheets

Languages: English/Spanish

Source: National Child Nutrition Project  
101 North 33rd Street  
Philadelphia, PA 19104  
(215) 662-1024

Cost: Information Sheets \$ 3.75 - 1 set of 20  
\$33.00 - (10 sets)  
\$75.00 - (25 sets)  
\$120.00 - (50 sets)

Single sheets may be copied with author's permission.

Synopsis: These materials are color-coded into four sections. Each section is meant to be used during a particular time in a woman's prenatal or postpartum experience.

Blue sheets (1-5) are designed to be given out and used in the early and mid-prenatal period. They cover the following issues:

- Sheet 1: Benefits of breastfeeding
- Sheet 2: How to care for the breasts before the baby comes
- Sheet 3: What to do for flat or inverted nipples
- Sheet 4: What type of birth control to use while breastfeeding
- Sheet 5: Who to call if you have questions

Yellow sheets (6-11) are designed to be given out and used in the later prenatal or early hospital period. They cover the following issues:

- Sheet 6: What to expect in the hospital
- Sheet 7: What to expect the first time you breastfeed
- Sheet 8: How to start nursing
- Sheet 9: How to hold the baby while breastfeeding
- Sheet 10: How often to nurse, how long to nurse at each feeding
- Sheet 11: Should you give formula while breastfeeding

Green sheets (12-16) are designed to be given out and used in the postpartum period. They cover the following issues:

- Sheet 12: What to eat while breastfeeding
- Sheet 13: What to do when you can't feed your baby
- Sheet 14: Where to get breastfeeding supplies
- Sheet 15: How to wean your baby
- Sheet 16: How to start the baby on solid foods

Gray sheets (17-20) are also designed to be given and used in the postpartum period. They cover the following issues:

- Sheet 17: What is breast engorgement and what to do for it
- Sheet 18: What are sore nipples and how to treat them
- Sheet 19: What are cracked nipples and what to do for them
- Sheet 20: What are clogged milk ducts and how to treat them

These sheets can be used and ordered separately in sections, or in the 20 sheet package.

Comments:

The reading level is 7th grade for all sections. This is acceptable but may be difficult for some WIC audiences.

Recommended Usage:

These superior information sheets can be used separately, or in sections, according to the needs and interests of the target audience. They are more informative than motivating.

Title: Making and Giving Milk

Producer and Date: Division of Sciences, Cornell University, 1983

Authors: Diane C. Kaplowitz and Christine M. Olson

Format: Booklet

Length: 8 pages

Languages: English

Source: Media Services Printing  
B-10 MVR Hall  
Cornell University  
Ithaca, New York 14853

Cost: \$3.25/package of 10

Synopsis: This booklet is part of a series of six. It covers the making of milk; anatomy and physiology of the breast, giving milk and the let-down reflex. Colostrum is explained. It is emphasized that to make more milk, the baby needs to suck more.

Comments: The reading level is 7th grade which is acceptable, but may be difficult for some WIC audiences. There are no resources/references given for further information.

Recommended Usage: This booklet is adequate for use with participants who have already decided to breastfeed. It is best used with people who are interested in how the breast functions and where the milk comes from. It does not cover positioning or common problems.

Title: Breast Feeding: Those First Weeks at Home

Producer and Date: Health Education Associates, 1984

Authors: Health Education Associates

Format: Pamphlet

Length: 6 pages

Languages: English

Source: Health Education Associates  
211 South Easton Road  
Glenside, PA 19038

Cost: \$.10 each or 100/\$10.00

Synopsis: This pamphlet discusses managing breastfeeding after you leave the hospital. It explains how to tell if your baby is getting enough, comforting the baby, and avoiding sore nipples. It also covers what to do with a colicky baby or a sleepy baby, and what to do if you want to go out.

Comments: The reading level is 7th grade. This is acceptable, but may be difficult for some audiences. There are no information summaries. The print is small and difficult to read. Color is not used.

Recommended Usage: This pamphlet is adequate for use with a WIC audience. The audience should be motivated to learn and be interested in managing breastfeeding.



Title: Nursing is Easy When You Know How

Producer and Date: Health Education Associates, 1983

Authors: Health Education Associates

Format: Pamphlet

Length: 6 pages

Languages: English and Spanish

Source: Health Education Associates  
211 South Easton Road  
Glenside, PA 19038

Cost: \$.10 each or 100/\$10.00

Synopsis: This pamphlet discusses how to nurse and when to nurse. It explains how to tell if your baby is getting enough. When to give your baby a bottle is also addressed. The supply and demand concept is emphasized.

Comments: The reading level is 6th grade, acceptable for most WIC audiences. There are no information summaries. Color is not used in this pamphlet.

Recommended Usage: This pamphlet is adequate for use with WIC audiences who have already decided to breastfeed and want to know basic information about how to go about it. Positioning and problem solving are not covered.

Title: Breastfeeding: Getting Started

Producer and Date: Massachusetts WIC Program, 1984

Authors: Massachusetts WIC Program - Nutrition Section

Format: Pamphlet

Length: 4 pages

Languages: English, Spanish, Cambodian, Vietnamese, Laotian, Portuguese and Chinese

Source: Massachusetts WIC Program  
150 Tremont Street  
Boston, MA 02111  
(617) 727-6876

Cost: Free to Massachusetts WIC and MCH programs participating in the breastfeeding study. Single copy free to other WIC/MCH programs.

Synopsis: This pamphlet is designed to help women initiate successful nursing practices. It suggests what to do while in the hospital and at the first feeding. Information is provided on the following topics:

1. How to breastfeed
2. How often to nurse
3. Positioning
4. How to tell if baby is getting enough

What to expect in the first few weeks and when to offer a bottle is addressed.

Comments: The reading level is 7th grade. This is acceptable, but may be slightly difficult for some audiences. The paper used is light weight and print be seen from one side of the page to the other.

Recommended Usage: This pamphlet is adequate as a guide to successful breastfeeding in the early weeks. It provides practical information to the audience interested in the mechanics of breastfeeding.

Title: Thinking About Breastfeeding

Producer and Date: Massachusetts WIC Program, 1984

Authors: Nutrition Education Task Force - Massachusetts WIC Program

Format: Pamphlet

Length: 8 pages

Languages: English, Spanish, Cambodian, Vietnamese and Laotian

Source: Massachusetts WIC Program  
150 Tremont Street  
Boston, MA 02111  
(617) 727-6876

Cost: Free to Massachusetts WIC and MCH programs.  
Single copies free to other WIC/MCH programs.

Synopsis: This pamphlet, narrated by a baby and mom, discusses why breastfeeding is best. Many common questions on the following topics are answered:

1. Breast size
2. Having enough milk
3. Soreness
4. Breastfeeding after a C-section
5. Smoking and alcohol use
6. How to tell if baby is getting enough
7. Nursing in public

Diet during lactation and combination bottle and breastfeeding are addressed.

Comments: The reading level in this pamphlet is 7th grade. This is acceptable but could be difficult for some audiences. There are no references or resources for further information provided. The paper used is light weight and print can be seen from one side of the page to the other. The handprinting is acceptable but is slightly hard to read and gives an overly informal, less credible impression.

Recommended Usage: This pamphlet is adequate for use with WIC participants who are undecided or plan to breastfeed. It can assist the nutritionist in motivating women to breastfeed.

Title: Becoming a Nursing Team: Questions Mothers Ask

Producer and Date: Division of Nutritional Sciences, Cornell University, 1983

Authors: Diane C. Kaplowitz and Christine M. Olson

Format: Booklet

Length: 16 Pages

Languages: English

Source: Media Services Printing  
B-10 MVR Hall  
Cornell University  
Ithaca, New York 14853

Cost: \$3.75/package of 10.

Synopsis: This booklet is part of a series of six. It covers:

1. How often to nurse
2. How long to nurse at each feeding
3. How to tell if the baby is getting enough
4. How to make sure that you have enough milk
5. Diet during lactation

Smoking, drinking alcohol and taking drugs while breastfeeding is discussed. Some of the common breastfeeding problems are addressed. Different breast pumps are explained as well as ways to store expressed milk.

Comments: The reading level is 8th grade which may be difficult for a WIC audience. There are no information summaries.

Recommended Usage: This booklet is minimally acceptable with WIC participants. It can be used with an audience with a high reading level, who has decided to breastfeeding and wants to know about techniques for successful breastfeeding management.

Title: Bottle or Breast

Producer and Date: Division of Nutritional Sciences, Cornell University,  
1983

Authors: Diane C. Kaplowitz and Christine M. Olson

Format: Booklet

Length: 8 pages

Languages: English

Source: Media Services Printing  
B-10 MVR Hall  
Cornell University  
Ithaca, New York 14853

Cost: \$3.25/package of 10

Synopsis: This booklet is part of a series of six. It covers advantages of bottlefeeding:

1. Fathers involvement
2. Ability to separate from baby
3. Mothers can smoke or drink alcohol without fear of harming the baby

It also covers advantages of breastfeeding:

1. Breastmilk has the proper nutrients
2. A breastfed baby is less likely to become obese later in life
3. Protects against allergies and infections

The disadvantages of bottle feeding are not provided.

Comments: The reading level is 8th grade. This may be difficult for some WIC audiences.

Bottle feeding benefits are listed before breastfeeding benefits. There are no negative aspects of bottle feeding presented.

Recommended Usage: This booklet is minimally acceptable for use with a WIC audience because of the high reading level.



Title: Have You Decided

Producer and Date: Division of Nutritional Sciences, Cornell University,  
1983

Authors: Diane C. Kaplowitz and Christine M. Olson

Format: Booklet

Length: 8 pages

Languages: English

Source: Media Services Printing  
B-10 MVR Hall  
Cornell University  
Ithaca, New York 14853

Cost: \$3.25/package of 10

Synopsis: This booklet is part of a series of six. It covers the benefits of bottlefeeding:

1. Comfortable and convenient for some mothers
2. Mother is tied down less

It also covers the benefits of breastfeeding:

1. Return to pre-pregnancy shape faster
2. Usually costs less
3. More convenient for some mothers
4. A special closeness with baby

It is emphasized that both breast and bottlefeeding are acceptable choices and the decision depends on how the mother feels and which method is best suited to her.

Comments: The reading level is 8th grade which could be difficult for some WIC audiences. The information is printed on a dark green paper, making the print slightly difficult to read. Bottle feeding benefits are listed before breastfeeding benefits. There are no negative aspects of bottle feeding presented.

Recommended Usage: This booklet is minimally acceptable for use with a WIC audience because of the high reading level.

Title: Mother's Milk - Some Special Extras

Producer and Date: Division of Nutritional Sciences, Cornell University,  
1983

Author: Diane C. Kaplowitz and Christine M. Olson

Format: Booklet

Length: 8 pages

Languages: English

Source: Media Services Printing  
B-10 MVR Hall  
Cornell University  
Ithaca, New York 14853

Cost: \$3.25/package of 10

Synopsis: This booklet is part of a series of six. It discusses the unique ingredients in human milk. It is stated that breast milk is probably the best food you can feed your baby for at least the first 4 to 6 months of life. Protein, fat, iron, milk sugar, vitamins and minerals in breastmilk are explained.

Comments: The reading level is 9th grade. This will be difficult for most WIC audiences. There are no learning experiences provided or references/resources for further information. The information is printed on a dark blue paper, making the print more difficult to read. One statement: "That breastmilk is probably the best food you can feed your baby is weak. It should be: "breast-milk is the best food for your baby."

Recommended Usage: This booklet is minimally acceptable for use with a WIC audience because of the high reading level. It could be used with an audience with a high reading level who is interested in knowing more about the constituents of breastmilk.

Title: Breastfeeding Problems Can Be Avoided

Producer and Date: Health Education Associates, 1984

Authors: Health Education Associates

Format: Pamphlet

Length: 11 pages

Languages: English

Source: Health Education Associates, Inc.  
211 South Easton Road  
Glenside, PA 19038

Cost: \$.20 each or 100/\$20.00.

Synopsis: This pamphlet discusses how to avoid painful, sore nipples by proper positioning, routine breast care, and short frequent nursings. Ways to avoid engorgement and plugged ducts are also offered. What to do for flat or inverted nipples and leaking is addressed.

Comments: The reading level is 8th grade which may be difficult for some WIC participants. There is an absence of color. There are no minorities represented in the photographs.

Recommended Usage: This pamphlet is minimally acceptable for use with WIC audiences because of the high reading level. It could be used with an audience with a high reading level.

Title: Fathers Ask: Questions About Breastfeeding

Producer and Date: Health Education Associates, 1984

Authors: Health Education Associates

Format: Pamphlet

Length: 6 pages

Languages: English

Source: Health Education Associates  
211 South Easton Road  
Glenside, PA 19038

Cost: \$.10 or 100/\$10.00.

Synopsis: This pamphlet is directed to fathers of breastfed babies. It explains how breastfeeding works and what the father can do to help. It encourages the participation of the father in the breastfeeding experience.

Comments: The reading level is 8th grade which may be difficult for many audiences. There are no information summaries given. There is no minority representation in illustrations. The print is small and difficult to read. There is an absence of color.

Recommended Usage: This pamphlet is minimally acceptable for a WIC audience because of the difficult reading level. It can be used with an audience with a high reading level.

Title: Time Out For Breastfeeding Mothers

Producer and Date: Health Education Associates, Inc., 1984

Authors: Health Education Associates

Format: Pamphlet

Length: 11 pages

Languages: English

Source: Health Education Associates, Inc.  
211 South Easton Road  
Glenside, PA 19038

Cost: \$.20 each or 100/\$20.00.

Synopsis: This pamphlet covers reasons for choosing to breastfeed, the importance of short frequent feedings and how to tell if the baby is getting enough. Suggestions for working mothers who want to breastfeed are offered. When and how to introduce a bottle and ways to express and store milk are covered.

Comments: The reading level is 10th grade. This is difficult for most WIC audiences. There is quite a bit of information given with no content summaries. The print is small and hard to read. There is an absence of color.

Recommended Usage: This pamphlet is minimally acceptable for a WIC audience because of the high reading level.



Title: Checklist for Breastfeeding: Concerns and Solutions

Producer and Date: International Childbirth Education Association, Inc.,  
1984

Authors: Sarah Danner

Format: Booklet

Length: 4 pages

Languages: English

Source: ICEA Bookcenter  
P.O. Box 20048  
Minneapolis, Minnesota 55420

Cost: \$.20/1 copy; \$.15/5-9 copies; \$.12/10-500 copies;  
\$.11/501-1000 copies; \$.10/1001 + copies

Synopsis: This booklet discusses common breastfeeding problems, their common causes and solutions. Sore nipples, cracked nipples, blocked ducts, mastitis, fussy babies and insufficient breast milk are covered.

Comments: The reading level is 10th grade, difficult for most WIC audiences. There are no information summaries, but the publication is short enough that this is not a problem. There are no illustrations used, which makes the booklet appear very dense and wordy.

Recommended Usage: This booklet is only minimally acceptable for a WIC audience because of the reading level. It can be used with an audience with a high reading level.

Title: Should You Breastfeed Your Baby?

Producer and Date: International Childbirth Education Association, Inc.,  
1984

Authors: Mickey Gilmore

Format: Booklet

Length: 4 pages

Languages: English

Source: ICEA Bookcenter  
P.O. Box 20048  
Minneapolis, Minnesota 55420

Cost: \$.20/1 copy; \$.15 5-9 copies; \$.12/10-500 copies;  
\$.11/501-1000 copies; \$.10/1001 + copies

Synopsis: This booklet discusses why women breastfeed their babies: 1) breastmilk is the best food 2) protective against some allergies and illnesses 3) economical 4) convenient and 5) helps with weight loss. It also covers breastfeeding in public, going back to work and including the baby's father in the nursing experience. Short sections are dedicated to preparation for breastfeeding and diet.

Comments: The reading level is 9th grade, difficult for many audiences. There are no information summaries but the publication is short enough that this is not a problem. There is no minority representation in the illustrations.

Recommended Usage: This booklet is minimally acceptable for use with WIC participants. It may be difficult to read for some WIC audiences but it is clearly laid out and well organized.

Title: Baby's Weight Gain - The Slow Gaining Baby

Producer and Date: Lactation Associates, 1982

Authors: Lactation Associates

Format: 8 1/2"x11" booklet

Length: 4 pages

Languages: English

Source: Lactation Associates  
254 Conant Road  
Weston, Massachusetts 02193  
(617) 893-3553

Cost: Single copy - \$.50 100/\$20.00

Synopsis: This booklet discusses the normal weight gain patterns of babies. Guidelines are offered to ensure an adequate milk supply. Other factors that may lead to a decreased intake of milk by the baby are also presented. The let-down reflex is explained.

Comments: The reading level is 10th grade, difficult for most WIC audiences. The print is very small and difficult to read. There is an absence of illustrations.

Recommended Usage: This booklet is only minimally acceptable for a WIC audience because of the difficult reading level and small print. It could be used with an audience with a high reading level.

Title: Beginning to Breastfeed

Producer and Date: Lactation Associates, 1982

Authors: Lactation Associates

Format: 8 1/2" X 11" information booklet

Length: 4 pages

Languages: English

Source: Lactation Associates  
254 Conant Road  
Weston, MA 02193  
(617) 893-3553

Cost: Single copy - \$.50; 100/\$20.00.

Synopsis: Guidelines are presented to help answer new mothers' questions about breastfeeding techniques. The physiology of milk production and let down, positioning, duration of feedings, nipple care and schedules are discussed.

Comments: The reading level is 10th grade, difficult for most WIC audiences. Many technical terms are used. The print is very small, making reading difficult. There is an absence of illustrations.

Recommended Usage: This booklet is only minimally acceptable for a WIC audience because of the difficult reading level and small print. It could be used with an audience with a high reading level.

Title: Common Problems: The First Few Weeks of Breastfeeding

Producer and Date: Lactation Associates, 1982

Authors: Lactation Associates

Format: 8 1/2"x11" booklet

Length: 4 pages

Languages: English

Source: Lactation Associates  
254 Conant Road  
Weston, Massachusetts 02193  
(617) 893-3553

Cost: Single copy - \$.50 100/\$20.00

Synopsis: Common problems encountered while breastfeeding are discussed: 1) engorgement; 2) sore nipples; 3) leaking; 4) blisters; 5) plugged ducts and 6) mastitis. Descriptions, preventive measures and management techniques are covered for all the previously mentioned problems.

Comments: The reading level is 11th grade, very difficult for a WIC audience. Many technical terms are used. There are no information summaries, but the pamphlet is short enough so this is not a problem. The print is very small and difficult to read. There is an absence of illustrations.

Recommended Usage: This booklet is only minimally acceptable for a WIC audience because of the difficult reading level and small print. It could be used with an audience with a high reading level.



Title: Preparing to Breastfeed

Producer and Date: Lactation Associates, 1982

Authors: Lactation Associates

Format: 8 1/2"x11" booklet

Length: 4 pages

Languages: English

Source: Lactation Associates  
254 Conant Road  
Weston, Massachusetts 02193  
(617) 893-3553

Cost: Single copy - \$.50 100/\$20.00

Synopsis: This booklet describes practical steps for breast-feeding preparation including: 1) why prepare 2) how and when to start 3) what to do for flat or retracted nipples and 4) nipple preparation for all women. It also discusses selecting a pediatrician who is supportive of breastfeeding.

Comments: The reading level is 13th grade - very difficult for a WIC audience. There is frequent use of technical terms. There are no information summaries, but the pamphlet is short enough so this is not a problem. The print is very small and difficult to read. There is an absence of illustrations.

Recommended Usage: This booklet is only minimally acceptable for a WIC audience because of the difficult reading level and small print.

Title: Working and Nursing

Producer and Date: Lactation Associates, 1982

Authors: Lactation Associates

Format: 8½" X 11" information booklet

Length: 4 pages

Languages: English

Source: Lactation Associates  
254 Conant Road  
Weston, MA 02193  
(617) 893-3553

Cost: Single copy - \$.50; 100/\$20.00.

Synopsis: This pamphlet discusses how to maintain successful lactation while working. Advice on planning ahead, insuring a good milk supply and dealing with emotional concerns, is given.

Comments: The reading level is 12th grade, very difficult for most WIC audiences. Some technical terms are used. The print is very small and difficult to read. There is an absence of illustrations.

Recommended Usage: This booklet is only minimally acceptable for a WIC audience because of the difficult reading level and the small print. It could be used with an audience with a high reading level.

Title: Establishing Your Milk Supply

Producer and Date: La Leche League International, 1982

Authors: La Leche League International

Format: 8 1/2"x11" information sheet

Length: 2 pages

Languages: English

Source: La Leche League International  
9616 Minneapolis Avenue  
P.O. Box 1209  
Franklin Park, IL 60131-8209

Cost: \$.40 each; 10/\$2.00; 100/\$18.00; 500/\$80.00

Synopsis: This sheet covers how to establish a good milk supply. It recommends nursing early and often and continuing to nurse as often as the baby indicates the need. Information on length of time to nurse on each breast and supply and demand milk production is covered.

Comments: The reading level is 11th grade. This is very difficult for a WIC audience. There are no information summaries but the publication is short so these are not necessary. The paper is light weight.

Recommended Usage: This sheet is minimally acceptable for use with a WIC audience because of the high reading level. It can be used with an audience with a high reading level.

Title: Breastfeeding

Producer and Date: State of New Mexico, Health Services Division,  
Nutrition Section

Authors: State of New Mexico

Format: Pamphlet

Length: 16 pages

Languages: English and Spanish

Source: Nutrition Section, Health Services Division  
Health and Environment Department  
P.O. Box 968  
Santa Fe, New Mexico 87504-0968  
(505) 984-0030

Cost: \$.45 per pamphlet.

Synopsis: This pamphlet contains practical suggestions to help mothers succeed in breastfeeding. It discusses:

1. Breastfeeding in the hospital
2. Positioning
3. Frequency of nursing

Advice on alleviating sore nipples, swollen breasts and leaking is offered. Diet during lactation and contraception is covered. Information for the working mother and nursing in public is provided.

Comments: The reading level is 10th grade. This is difficult for a WIC audience. There are no information summaries included.

Recommended Usage: This pamphlet is only minimally acceptable for WIC participants because of the high reading level. If used, it is most appropriate for an audience with a high reading level who has decided to breastfeed.

Title: Think About Breastfeeding Now

Producer and Date: State of New Mexico

Authors: State of New Mexico, Health Services Division,  
Nutrition Section

Format: Pamphlet

Length: 2 pages

Languages: English/Spanish in same pamphlet

Source: Nutrition Section, Health Services Division  
Health and Environment Department  
P.O. Box 968  
Santa Fe, New Mexico 87504-0968  
(505) 984-0030

Cost: \$.15 per pamphlet

Synopsis: This pamphlet discusses why breastfeeding is best for the baby and for the mother. It covers the protective qualities of breastmilk and the way breastfeeding helps the mother get back in shape. The ease, convenience and economy of breastfeeding is also mentioned.

Comments: The reading level is 8th grade. This is difficult for a WIC audience. The paper quality is acceptable but a semi-gloss finish is used.

Recommended Usage: This pamphlet is minimally acceptable for a WIC audience because of the high reading level. If used, it is most appropriate for an audience with a high reading level who is undecided about or contemplating breastfeeding.



Title: Breast-Feeding Your Baby

Producer and Date: Wyeth Laboratories, 1982

Authors: Wyeth Laboratories

Format: Booklet

Length: 10 pages

Languages: English

Source: Wyeth Laboratories  
Philadelphia, PA 19101

Cost: Free to WIC clinics

Synopsis: This booklet is designed to offer helpful hints for successful breastfeeding. It covers the benefits of breastfeeding, care of the breasts, how to breastfeed and when to wean the baby.

Comments: The reading level of this booklet is college level. There are many technical terms used without definitions provided. The tone of the booklet is towards early weaning from the breast.

Recommended Usage: This booklet is only minimally acceptable for WIC participants because of the reading level and use of technical terms. The overall tone is also slightly negative towards breastfeeding.

Title: Breastfeeding Guide

Producer and Date: New York State College of Human Ecology, Cornell University, 1978

Authors: Jill Randell and Christine Olson

Format: Pamphlet

Comments: The content is not completely accurate. Under the section of breast preparation during pregnancy rubbing nipples with a cloth is recommended. This procedure only serves to irritate the nipple. It may remove the keratine layer which is the first line of defense against breast infection. Because of this inaccuracy, the pamphlet is not recommended for use.

Recommended Usage: None.

Title: Getting Ready

Producer and Date: Division of Nutritional Sciences, Cornell University, 1983

Authors: Diane C. Kaplowitz and Christine M. Olson

Format: Booklet

Comments: Recommends using plastic shields to help train flat or inverted nipples to stand out. These shields should only be used as a last resort. This is inaccurate information.

Recommended Usage: None.

Title: The Breast-Feeding Family; Growing Better, Growing Closer

Producer and Date: Mead Johnson, 1982

Authors: Mead Johnson, Nutritional Division

Format: Pamphlet

Comments: This pamphlet contains sponsor bias and promotion. The name "Enfamil" appears in the text. It is not recommended for use.

Recommended Usage: None.

Title: Get Ready For Breastfeeding Now

Producer and Date: State of New Mexico

Authors: State of New Mexico, Health Services Division,  
Nutrition Section

Format: Pamphlet

Comments: This pamphlet contains misinformation in regards to  
nipple preparation for breastfeeding. It is not recom-  
mended for use.

Recommended Usage: None.

Title: Breast-Feeding Your Baby

Producer and Date: Ross Laboratories, 1981

Authors: Ross Laboratories

Format: Booklet

Comments: This booklet contains sponsor bias and promotion. The  
name "Similac" appears in the text. It is not recom-  
mended for use.

Recommended Usage: None.

Title: Breastfeeding Your Baby; The Natural Way

Producer and Date: Ross Laboratories, 1984

Authors: Ross Laboratories

Format: Booklet

Comments: This booklet contains sponsor bias and promotion.  
"Similac" infant formula is contained in the text. It  
is not recommended for use.

Recommended Usage: None.

Title: How to Breast-Feed Your Baby

Producer and Date: Ross Laboratories, 1983

Authors: Ross Laboratories

Format: Pamphlet

Comments: This pamphlet contains sponsor bias and content inaccuracies. It is not recommended for use.

Recommended Usage: None.

**SECTION 6: Evaluations of Audio-Visual  
Materials Commonly Used for  
Breastfeeding Education**



## A. Index of Reviewed Audio-Visual Materials

### Acceptable Audio-Visual Materials

Title and Source	Rating	Page
<u>Outside My Mom</u> Slides or Film Strip March of Dimes	Superior	82
<u>Breastfeeding, A Practical Guide,</u> <u>Part 1: Preparing for Breastfeeding</u> 16 mm Film Motion, Inc.	Minimally Acceptable	87
<u>Breastfeeding, A Practical Guide,</u> <u>Part 2: Managing Breastfeeding</u> 16 mm Film Motion, Inc.	Minimally Acceptable	88
<u>Breastfeeding: A Special Closeness</u> 16 mm Film Motion, Inc.	Adequate	83
<u>Breastfeeding</u> 16 mm Film or Video Cassette New Orleans Video Access Center	Superior	81
<u>Learning To Breastfeed: A Film</u> <u>about Establishing Successful</u> <u>Lactation</u> 16 mm Film Polymorph Films	Minimally Acceptable	86
<u>The Missing Milk Caper</u> Slides Texas Department of Health	Adequate	84
<u>Nutrition For The Newborn, Part 1:</u> <u>Breastfeeding</u> Slides or Film Strip The Polished Apple	Adequate	85

### Audio-Visual Materials - Not Recommended

Title and Source	Reason Not Recommended	Page
<u>Breastfeeding: A Family Event</u> Slides Bay Area Birth Education Supplies	Inaccurate Content	89
<u>Breastfeeding For The Joy of It</u> 16 mm Film Jay Hathaway Productions	Inaccurate Content	89
<u>Breastfeeding</u> 16 mm Film Journal Films	Inaccurate Content	89
<u>Breastfeeding</u> Film Strip Medfact, Inc.	Inaccurate Content	90
<u>The Breastfeeding Experience</u> 16 mm Film Parenting Pictures	Inaccurate Content	90
<u>Breastfeeding: The Natural Way</u> Slides Ross Laboratories	Inaccurate Content	90

## B. Evaluations/Reviews of Audio-Visual Materials

Title: Breastfeeding

Producer and Date: New Orleans Video Access Center, 1981

Authors: New Orleans Video Access Center

Format: 16 mm film or video cassette

Length: 4 1/2 minutes

Languages: English

Source: New Orleans Video Access Center  
2010 Magazine Street  
New Orleans, LA 70130  
(504) 524-8626

Cost: 16mm film, \$190.00

Synopsis: The first part of this presentation is a 30 second public service announcement for breastfeeding. The breast is renamed the "Sitco" infant feeder, always clean, complete and ready to go. The second part is a 4 minute spot on the advantages of breastfeeding. A black mother who had breastfed her two children discusses bonding and the ease, convenience and economy of breastfeeding.

Comments: This presentation does not come with a teacher's guide.

Recommended Usage: This is a superior film which can be used with all WIC audiences to introduce them to breastfeeding and help motivate them to choose the breastfeeding option. Because of the short length, it would be a good opener for a discussion group. Nutritionists will have to develop their own questions and activities, as the presentation does not come with a teacher's guide.

Title: Outside My Mom: The Story of a Breastfed Baby

Producer and Date: March of Dimes, Puget Sound Chapter, Seattle, Washington, 1983

Authors: Jane Rees and Sharon Murphy

Format: Color slides or filmstrip with audio-cassette

Length: 10:37 minutes

Languages: English

Source: March of Dimes Birth Defects Foundation  
1275 Mamaroneck Avenue  
White Plains, NY 10605

Cost: \$25.00 slides; \$15.00 filmstrip

Synopsis: A six month old infant narrates his experiences with breastfeeding. The filmstrip covers: 1) getting started 2) basic physiology of lactation and 3) establishing lactation. Advantages of breastfeeding, modesty, and uncertainty about choosing to breastfeed are discussed. Correct positioning, diet and solutions to common problems are touched on.

Comments: The narrator's voice is slightly difficult to understand in the beginning of the presentation.

Recommended Usage: This is a superior filmstrip which can be used with all pregnant women or new parents. It can encourage parents who have already decided to breastfeed and help them establish successful lactation. It can also effectively assist in motivating the undecided woman.

Title: Breastfeeding: A Special Closeness

Producer and Date: Motion, Inc., 1977

Authors:

Format: 16 mm color film

Length: 23 minutes

Languages: English

Source: Motion, Inc.  
3138 Highland Place, NW  
Washington, D.C. 20008  
(202) 363-9450

Cost: \$375.00

Available from the Massachusetts WIC Program  
Lending Library  
150 Tremont Street  
Boston, MA 02111  
(617) 727-6876

Synopsis: This film covers deciding to breastfeed, the common fears and anxieties new parents may have, incorporating nursing into your everyday life and eliciting the support of others. Common problems and complications are discussed. The benefits of breastmilk for the baby are emphasized. Eating right during lactation and managing a job while breastfeeding are covered.

Comments: A few technical terms are used. No information summaries are provided.

Recommended Usage: This film is adequate for use with a WIC audience who is either undecided about or planning to breastfeed. It can help to motivate a woman to breastfeed. It does not focus on technique as much as the decision to breastfeed.

Title: The Missing Milk Caper

Producer and Date: Texas Department of Health, 1982

Authors: Texas Department of Health

Format: 35 mm slide set with audio-cassette

Length: 8 minutes

Languages: English and Spanish

Source: Holeman Photo Labs Inc.  
919 W. 12th  
Austin, Texas 78703  
(512) 472-6113

Cost: \$26.24

Synopsis: Two breastfeeding detectives uncover the causes of and solutions to common breastfeeding problems. The slide set addresses why some mothers feel they don't have enough milk and stop breastfeeding before they had planned to. Correct positioning, adequate emptying of breasts and frequent feedings are emphasized. Throughout the presentation, mothers are encouraged to continue breastfeeding even when they have problems.

Comments: The purpose of the presentation is confusing at first, but becomes clear as the film strip progresses. The dialogue is quickly paced which makes comprehension slightly difficult, especially when seeing the presentation only once. A teacher's guide is not included.

Recommended Usage: The Missing Milk Caper is an adequate slide/tape presentation. It is best used with an audience who has already decided to breastfeed because it focuses primarily on the possible problems associated with breastfeeding. The presentation would not motivate a woman to try breastfeeding. It adequately covers information on problem solving, and if possible, should be shown to the audience twice.



Title: Nutrition for the Newborn, Part 1: Breastfeeding

Producer and Date: The Polished Apple, 1982

Authors: Jacqueline Troutman and Jean Schulthesis

Format: 35 mm slide set or filmstrip with audio cassette

Length: 15 minutes

Languages: English

Source: The Polished Apple  
3742 Seahorn Drive  
Malibu, California 90272  
(213) 459-2630

Cost: \$99.75/slide set

Synopsis: This film strip discusses the advantages of breast-feeding (e.g. nutrients, digestibility, protection against allergies, helpful for weight control, convenience and bonding). It also brings out the disadvantages of breastfeeding (e.g. mother cannot be away from baby for extended periods of time; mother is never sure how much milk baby is getting; sore nipples and breast infections). Detailed information about diet during lactation and the effects of alcohol, smoking and medicines on breastmilk is provided. How to breastfeed and ways to maintain successful breast-feeding are not addressed.

Comments: The disadvantages as well as the advantages of breast-feeding are discussed. The pros and cons of bottle feeding are not discussed. Minorities and other lifestyles/cultures are minimally represented.

Recommended Usage: This filmstrip is adequate. It is best used with an audience who is already motivated to breastfeed and interested in diet during lactation. It would not be useful to motivate the undecided woman or teach people how to successfully breastfeed.

Title: Learning to Breastfeed: A Film About Establishing Successful Breastfeeding

Producer and Date: Childbirth Education Association of Seattle and Polymorph Films

Authors: Polymorph Films

Format: 16 mm color film

Length: 22 minutes

Languages: English

Source: Polymorph Films  
118 South Street  
Boston, MA 02111  
(617) 524-2004

Cost: \$395.00 rental fee, 1 day, \$40.00

Synopsis: This film relates the unique qualities of breastmilk. It suggests ways to insure successful nursing. It shows babies being put to the breast and discusses supply and demand feeding. Information on preventing and treating problems such as engorgement, sore nipples and flat nipples is given.

Comments: The film is slightly disorganized. It jumps from subject to subject and then back. There are no information summaries. There is no teacher's guide, but a handbook for mothers is available to help explain the key points in the film. Minorities are not represented. Men are all husbands with wedding rings. A nipple shield and poor breast pump model are used.

Recommended Usage: This film is minimally acceptable for WIC audiences. It is best used with a group who has already decided to breastfeed as it is not particularly motivating.

Title: Breastfeeding, A Practical Guide, Part 1: Preparing for Breastfeeding

Producer and Date: Motion, Inc., 1982

Authors: Motion, Inc.

Format: 16 mm color film

Length: 15 minutes

Languages: English

Source: Motion, Inc.  
3138 Highland Place, N.W.  
Washington, DC 20008  
(202) 363-9450

Cost: \$295.00

Synopsis: A prenatal parent's group, lead by a counselor, discusses: 1) getting ready for parenthood 2) how the breasts make milk 3) frequency of nursing 4) diet and 5) avoiding common breastfeeding problems. A mother is shown putting her baby to the breast after delivery.

Comments: The film uses some technical vocabulary. It has no content summaries, learning experiences or learner involvement. No suggestions for further learning or references/resources are included. The tone is slightly academic. There is no minority representation. All the couples are middle class, white and married. Husbands are very involved.

Recommended Usage: This film would be best used with a white, middle class, well educated group. It is minimally acceptable for a WIC audience because of the vocabulary. The film is intended for women who have decided to breastfeed and want to learn how to prepare for it.

Title: Breastfeeding, A Practical Guide, Part 2: Managing Breastfeeding

Producer and Date: Motion, Inc., 1982

Authors: Motion, Inc.

Format: 16 mm color film

Length: 15 minutes

Languages: English

Source: Motion, Inc.  
3138 Highland Place, N.W.  
Washington, D.C. 20008  
(202) 363-9450

Cost: \$295.00

Synopsis: This film addresses getting acquainted with the baby. It primarily focuses on problems such as engorgement, cracked nipples, mastitis and leaking. Nutrition during lactation is discussed. Getting milk to flow and having enough milk is touched on. A woman is shown using a poor model of a breast pump. A brief section is devoted to sexuality, nursing in public and involving the father in the breastfeeding experience.

Comments: The film uses some technical vocabulary. It has no content summaries, learning experiences or learner involvement. No suggestions for further learning or references/resources are included. Minority groups are well represented but the married couple lifestyle prevails.

Recommended Usage: Like Part 1, this film is geared toward a well motivated, educated, middle income population. It is only minimally acceptable for a WIC audience. The film is intended for women who have decided to breastfeed and want to learn more about managing different breastfeeding situations or for new parents trying to work out their breastfeeding problems.

Title: Breastfeeding: A Family Event  
Producer and Date: Bay Area Birth Education Supplies, 1978  
Authors: Bay Area Birth Education Supplies  
Format: Slides and audio-cassetts  
Comments: Expressing colostrum from the breasts prenatally is recommended. This procedure may cause premature labor and is not recommended. This is a content inaccuracy and therefore, this slide presentation is not recommended for use.  
Recommended Usage: None.

Title: Breastfeeding for the Joy of it.  
Producer and Date: Jay Hathaway, 1977  
Authors: Jay Hathaway  
Format: 16 mm film  
Comments: This film contains many content inaccuracies and outdated information. Feeding exclusively breastmilk for more than 6 months is recommended. A more correct statement is 4-6 months. It is not recommended for use.  
Recommended Usage: None.

Title: Breastfeeding  
Producer and Date: Journal Films, 1984  
Authors: Journal Films  
Format: 16 mm film  
Comments: This film contains many content inaccuracies such as supplementing with formula while waiting for the milk supply to come in. It is not recommended for use.  
Recommended Usage: None.

Title: Breastfeeding  
Producer and Date: Medfact Inc., 1981  
Authors: Medfact Inc.  
Format: 35 mm film strip with audio-cassette  
Comments: This film strip contains many content inaccuracies such as recommending washing the breasts several times per day to avoid infection. It is not recommended for use.  
Recommended Usage: None.

Title: The Breastfeeding Experience  
Producer and Date: Parenting Pictures, 1978  
Authors: Philip and Gay Couter  
Format: 16 mm color film  
Comments: There is one inaccurate statement in this film. Breastfeeding is recommended to be used exclusively for 6-8 months to avoid allergies in families where allergies are a problem. This is an excessively long period to be fed only breastmilk.  
Recommended Usage: None.

Title: Breastfeeding: The Natural Way  
Producer and Date: Ross Laboratories, 1980  
Authors: Ross Laboratories  
Format: Filmstrip and audio-cassetts  
Comments: Vigorously rubbing the nipples prenatally to prepare them for nursing is recommended. This procedure is not advisable because it may remove the protective keratin layer. This is a content inaccuracy. The film strip, therefore, is not recommended for use.  
Recommended Usage: None.





## **SECTION 7: Evaluation Sheets**

The following section contains blank evaluation sheets. These sheets can be used by nutritionists to record evaluations for future reference.

Use the sheets in conjunction with the methods for evaluating printed and audio-visual materials, sections 3 and 4.

#### Directions for Using Evaluation Storage Sheets

1. Choose material to be evaluated.
2. Turn to the method for evaluating printed materials, section 3 or audio-visual materials, section 4.
3. Follow the directions for using the method.
4. On the evaluation sheet, check either A for Adequate or I for Inadequate for each criteria. There are separate sheets for both printed and audio-visual materials.
5. Record title, source, cost, target audience the materials should be used with and any additional comments.

Evaluation Sheet for Printed Materials

	SPONSOR BIAS OR PROMOTION	CONTENT	TITLE:	
Level 1 Minimally Acceptable	- Identification of Company or Product Name <div><input type="checkbox"/> A <input type="checkbox"/> I</div>	- Accuracy <div><input type="checkbox"/> A <input type="checkbox"/> I</div>	Source:	
	- Subject Matter <div><input type="checkbox"/> A <input type="checkbox"/> I</div>	Cost:		
Level 2 Adequate			READABILITY	STEREOTYPING
		<div>- Scope <div><input type="checkbox"/> A <input type="checkbox"/> I</div></div> <div>- Appropriateness <div><input type="checkbox"/> A <input type="checkbox"/> I</div></div>	<div>- Reading Level <div><input type="checkbox"/> A <input type="checkbox"/> I</div></div> <div>- Technical Terms <div><input type="checkbox"/> A <input type="checkbox"/> I</div></div>	<div>- Role Models <div><input type="checkbox"/> A <input type="checkbox"/> I</div></div> <div>- Minority Representation <div><input type="checkbox"/> A <input type="checkbox"/> I</div></div> <div>- Lifestyles/Cultures <div><input type="checkbox"/> A <input type="checkbox"/> I</div></div>
Level 3 Superior			FORMAT	
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A = Adequate

I = Inadequate



# Evaluation Sheet for Printed Materials

	SPONSOR BIAS OR PROMOTION	CONTENT			
Level 1 Minimally Acceptable	<ul style="list-style-type: none"> <li>- Identification of Company or Product Name <input type="checkbox"/> A <input type="checkbox"/> I</li> <li>- Subject Matter <input type="checkbox"/> A <input type="checkbox"/> I</li> </ul>	<ul style="list-style-type: none"> <li>- Accuracy <input type="checkbox"/> A <input type="checkbox"/> I</li> </ul>	<p><u>Title:</u></p> <p><u>Source:</u></p> <p><u>Cost:</u></p>	<p><u>Target:</u></p> <p><u>Comments:</u></p>	
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Level 1 Minimally Acceptable	- Identification of Company or Product Name <input type="checkbox"/> A <input type="checkbox"/> I - Subject Matter <input type="checkbox"/> A <input type="checkbox"/> I	- Accuracy <input type="checkbox"/> A <input type="checkbox"/> I	READABILITY - Reading Level <input type="checkbox"/> A <input type="checkbox"/> I - Technical Terms <input type="checkbox"/> A <input type="checkbox"/> I	STEREOTYPING - Role Models <input type="checkbox"/> A <input type="checkbox"/> I - Minority Representation <input type="checkbox"/> A <input type="checkbox"/> I - Lifestyles/Cultures <input type="checkbox"/> A <input type="checkbox"/> I
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# Evaluation Sheet for Audio-Visual Materials

	SPONSOR BIAS OR PROMOTION	CONTENT	<div> <div>Title:</div> <div>Source:</div> <div>Cost:</div> </div> <div> <div>Target Audience:</div> <div>Comments:</div> </div>			TECHNICAL QUALITY	LENGTH	INSTRUCTIONAL AIDS
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# Evaluation Sheet for Audio-Visual Materials

	SPONSOR BIAS OR PROMOTION	CONTENT	Title: _____ Source: _____ Cost: _____			Target Audience:	Comments:	TECHNICAL QUALITY	LENGTH	INSTRUCTIONAL AIDS
			MANNER OF PRESENTATION	STEREOTYPING						
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# Evaluation Sheet for Audio-Visual Materials

	SPONSOR BIAS OR PROMOTION	CONTENT	<div> <div>Title:</div> <div>Source:</div> <div>Cost:</div> </div> <div> <div>Target Audience:</div> <div>Comments:</div> </div>			TECHNICAL QUALITY	LENGTH	INSTRUCTIONAL AIDS
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# Evaluation Sheet for Audio-Visual Materials

	SPONSOR BIAS OR PROMOTION	CONTENT	<div> <div>Title:</div> <div>Source:</div> <div>Cost:</div> </div> <div> <div>Target Audience:</div> <div>Comments:</div> </div>			TECHNICAL QUALITY	LENGTH	INSTRUCTIONAL AIDS
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# Evaluation Sheet for Audio-Visual Materials

		Title: _____					
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## **Appendices**

## APPENDIX 1: Examples of Sponsor Bias and Promotion

Many business sponsored education materials, currently used in WIC programs, contain violations of the WHO Code. Listed are five common violations taken from actual pamphlets.

### 1. Identification of Product Name

Mothers may feel more tied down with a new baby. The breast-feeding mother occasionally can be away from her baby at feeding time. She can leave behind a bottle of her own breast milk that she has previously expressed. Or she can feel confident of good nutrition if the baby is given a bottle of infant formula, such as SIMILAC® Infant Formula. New fathers may feel like outsiders when the mother and the baby are involved in breast-feeding. However, they need to remember that they are special, too—many babies are more actively playful with their fathers than with their mothers.

This excerpt is from "Breastfeeding Your Baby," by Ross Laboratories

2. Formula is described as almost identical to human milk

Just as your love is the basis of your baby's developing personality, good nutrition is the basis of your baby's healthy physical growth and development.

Breast-feeding is the natural way to feed your baby and is widely recommended to provide nutrition naturally tailored to meet your baby's needs. And the emotional aspects of breast-feeding can help form a special and gratifying closeness between you and your baby.

If you have decided not to breast-feed, if a supplement to breast-feeding is needed, or if you stop breast-feeding before your baby's first birthday, infant formula—like ENFAMIL®—is the best alternative. ENFAMIL is designed to be nutritionally similar to

breast milk to assure good growth and development, and ENFAMIL meets all recommended standards of the American Academy of Pediatrics for nutritional completeness and quality. *Even after adding solid foods, at your doctor's recommendation, breast milk or infant formula should remain the basis of your baby's diet up to the first year of age.*

Nutritionally similar to breastmilk

From "Delivery and Beyond," by Mead-Johnson.

3. The problems associated with using infant formula are not mentioned

If breast-feeding is not your choice, or should it be discontinued before your baby's first birthday, commercially prepared infant formula, such as ENFAMIL®, is the best alternative to breast milk.

Infant formula is patterned closely after breast milk so there is a similar balance and quality of protein, fat, and carbohydrates. And the nutrients are specially formulated to be easily digested by the baby's delicate system. With infant formula, your baby may take more at each feeding than breast-fed babies and require less frequent feedings. However, your doctor will tell you how much to give at each feeding as the baby grows. Sometimes, even the breast-feeding mother finds circumstances in which she will miss a feeding and cannot supply her breast milk. In that case, while the baby is still less than a year old, infant formula is the best alternative.

Problems are not mentioned

From "Delivery and Beyond," by Mead-Johnson



#### 4. Suggestions to introduce food supplements early

The trend in recent years has been toward earlier introduction of supplementary foods; first single grain cereals and single ingredient infant juices, then plain vegetables and fruits, then meats and egg yolks. Your doctor will probably select a time within the first few months, according to your own baby's needs. His directions should be followed closely. When your doctor suggests you start your baby on supplementary foods, you'll find many strained varieties in the wide range of Gerber baby foods. The flavors and textures are designed to encourage acceptance.

Early introduction  
of solids



This excerpt from "So You've Decided To Breastfeed Your Baby," by Gerber Foods

5. Photographs which idealize the use of breastmilk substitutes



From "Delivery and Beyond," by Mead-Johnson

## APPENDIX 2: Content - Breastfeeding

### Accuracy of Information

All information contained in printed or audio-visual material must be up to date and accurate. There are many reliable sources of breastfeeding information available to the nutritionist which can serve as content references.

When evaluating materials for content accuracy, consult the following resources:

1. Lauwers, J. and C. Woessner. Counseling the Nursing Mother. A Reference Handbook for Health Care Providers and Lay Counselors. Avery Publishing Group, Inc., Wayne, N.J., 1983.
2. Lawrence, R. Breastfeeding. A Guide for the Medical Profession. The C.V. Mosby Co., 1980.

Many pamphlet and audio-visual aids contain misleading statements or illustrations. Common errors in content are:

#### o Frequency of Feedings

Some materials recommend feeding the baby every 3-4 hours. A breastfed baby should be nursed every 1½-3 hours.

#### o Positioning at the Breast

Photographs or illustrations must show correct feeding positions with the baby's mouth on the areola, not just on the nipple.

#### o Supplementing With Formula

Supplementing the breastfed baby with formula or combination bottle and breastfeeding before one month can interfere with successful establishment of breastfeeding.

#### o Preparing the Breasts

Vigorous breast preparation, especially rubbing the nipples with a cloth to toughen them, may have little or no effect on successful breastfeeding. Rubbing with a cloth can remove some of the protective keratin covering on the nipple surface. It is better to roll the nipple.

#### o Expression of Colostrum

There may be a limited amount of colostrum available, so it is best not to express any.

## Scope of Information

Certain topics are best covered during certain times in a woman's prenatal and postpartum experience. The following list is a guide to use when considering which topics and issues should be covered during the different periods. Ideally, a pamphlet or film should not cover more information than is in the list, so as not to overload the audience. However, it is ultimately up to the discretion of the nutritionist to decide what should be covered and in what depth, according to the particular counseling situation and concerns of the target audience.

### A. First and Second Prenatal Visit (usually 2nd Trimester)

#### 1. Advantages of breastfeeding

- . Anti-infective properties of breastmilk
- . Allergy preventive factors in breastmilk
- . Nutritionally complete for human infant
- . Appetite control for infants
- . Ease
- . Cleanliness
- . Economy
- . Bonding

#### 2. Concerns about breastfeeding

- . Having enough milk
- . How does breastfeeding affect the shape of the breast
- . Will breastfeeding hurt
- . Breastfeeding in public
- . How will the family react

#### 3. Preparing the breasts

- . Correcting inverted nipples

### B. Last Prenatal Visit

1. What to expect in the hospital
2. The first feeding
3. Technique and positioning
4. Frequency of feeding
5. What to expect in the first few weeks
6. Getting support: friends, family, professional, community

C. Immediate Postpartum

1. Baby's nursing pattern
2. Mother's situation: family, diet, health
3. Preventing problems
4. Solving problems

D. Long Term Postpartum

1. Expressing milk
2. Working and nursing
3. Supplementing breastmilk, introducing solids
4. Weaning

### APPENDIX 3: SMOG Readability Formula

To calculate the SMOG reading grade level, begin with the entire written work that is being assessed and follow these steps:

1. Count off 10 consecutive sentences near the beginning, in the middle, and near the end of the text. If the text has fewer than 30 sentences, use as many as are provided.
2. Count the number of words containing 3 or more syllables (polysyllabic), including repetitions of the same word.
3. Look up the approximate grade level on the SMOG Conversion Table.

#### SMOG CONVERSION TABLE

Total Polysyllabic Word Counts	Approximate Grade Level (+1.5 Grades)
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12
91-110	13
111-132	14
133-156	15
157-182	16
183-210	17
211-240	18

Developed by: Harold C. McGraw, Office of Educational  
Research, Baltimore County Schools, Towson, Maryland

#### Be aware that:

- o A sentence is defined as a string of words punctuated with a period, an exclamation mark or a question mark.
- o Hyphenated words are considered as one word.
- o Numbers which are written out should also be considered, and if in numeric form in the text, they should be pronounced to determine if they are polysyllabic.
- o Proper nouns, if polysyllabic, should be counted.
- o Abbreviations should be read as unabbreviated to determine if they are polysyllabic.



## Example Using the SMOG Readability Formula

The following pamphlet\* has been chosen to illustrate the SMOG Readability Formula. Sentences and polysyllabic words have been counted and the reading level assessed using the SMOG Conversion Table.

- 1) **RIGHT AFTER BABY IS BORN**, begin breastfeeding the sooner the better. 2) The early milk will give baby extra protection against sickness. 3) And baby's nursing will get you back into shape quicker.
- 4) **WHILE YOU'RE AT HOME**, you can be with your baby, loving and nursing him, to your heart's content. 5) Many little babies want to nurse every couple of hours. 6) This frequent nursing brings in the milk. 7) It's so easy, and you enjoy baby so much and feel so close to him, you'll hardly notice how many times you are feeding him.
- 8) **TRY TO HAVE** at least six to eight weeks at home to rest and give baby a good start before you go back to your job. 9) Some mothers have to go back sooner, but they ask for the shortest hours possible.
- 10) **NIGHT FEEDINGS ARE EASIER** when you're breastfeeding. When baby wakes at night, just take him in bed with you to nurse. The nighttime nursing helps keep up your milk supply, and baby and you both enjoy the nursing and cuddling and drifting off to sleep together.
- 1) **AS SOON AS POSSIBLE** after baby is born, learn how to express milk from your breasts.
- 2) A nurse in the hospital or clinic, or another nursing mother, may be able to show you how this is done. 3) There's also a section about expressing and storing mother's milk in the manual. **THE WOMANLY ART OF BREASTFEEDING.**
- 4) **AFTER YOU ARE BACK ON THE JOB**, you can express milk on your coffee break and lunch hour to take care of the fullness in your breasts. 5) The next day you can leave this milk in a bottle to be given to baby.
- 5) **THE MILK YOU EXPRESS** will have to be kept cold, of course. 6) If there's a cafeteria in the office or factory where you work, you can ask the manager for a little space on a refrigerator shelf. 7) Or you can bring a large thermos jug filled with ice from home to keep your container of milk in while you are at work and while carrying it home to put in your refrigerator. 8) Whatever plan you work out, it will mean that baby can still have your good milk even when you aren't there. 9) And you'll be more comfortable too.
- 10) **BEFORE YOU LEAVE FOR WORK** and when you get home, you and baby can relax and enjoy a nursing time together. 1) It's a nice way to say "good-bye for now" and "I'm home again, baby." 2) During weekends and on days off, baby can really feast at your breast. 3) And of course you keep right on with those night-time nursings.
- 4) **NO AMOUNT OF MONEY CAN BUY** the many good things that come with breastfeeding. 5) No formula can compare with mother's milk. 6) A baby on breast milk has fewer stomach upsets and diarrhea. 7) But the main thing is baby's happiness. 8) You just won't believe what this extra-special mothering will mean to him.
- 7) **SO GIVE BREASTFEEDING A TRY**, taking things a day at a time. 8) If you have any questions--most of us do when we're starting out--ask a friend who is happily nursing her own baby. The mothers of La Leche League are friends who want to help you breastfeed. Call or write us!

This pamphlet contains 29 polysyllabic words in 30 sentences. According to the SMOG conversion table the approximate grade level is 8th.

\*This pamphlet was produced by La Leche League, October, 1982.



